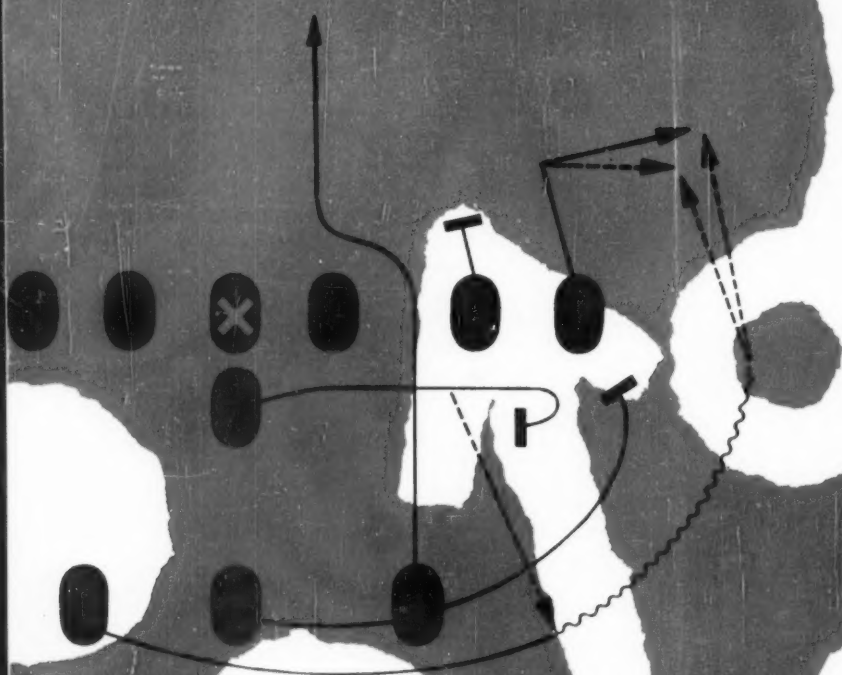


# SCHOLASTIC COACH



ON PAGES 8 TO 11

## SPLIT T QUARTERBACKING

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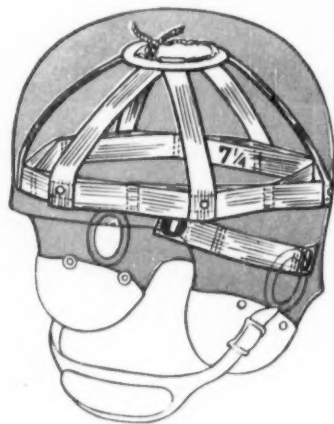


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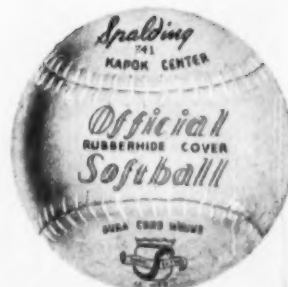


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# SCHOLASTIC COACH

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VOLUME 23 • NUMBER 1 • SEPTEMBER

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# A knock on the grid dour

**G**REETINGS, men, it's nice meeting you again. We hope you enjoyed a fine summer and that the patter of wild horses' feet is making football practice a joy supreme.

As usual, we're gurgling with optimism. We're really "loaded" this year—with big, hard-hitting articles and smart, sharp motion picture sequences on practically every sport under the sun and gym ceiling.

So stick around, fellers. These goodies will be coming your way every month.

**T**HE big-name hunters who stalk college football usually have the decency to wait a month or two before declaring open season on the grid game. But this year they started popping away even before the first buck (lateral) emerged from its summer hibernation.

The debunking season was launched with a bang-bang by none other than the "greatest athlete in the world" — Bob Mathias. Bulky Bob, who played a lot of fullback for Stanford in '51 and '52, shocked the grid world by announcing (in *Parade*) that he was giving up football this season.

Since Bob isn't a professional sorehead but a sensitive, clean-cut, intelligent athlete, his announcement commanded attention. We read it carefully and found it neither ingenuous nor hackneyed. A lot of it made sense, and merits the serious thought of every coach.

Bob's main thesis is that college football has become such a big business that few schools can escape its pressures and evils.

"Today's stars must win to protect multi-million dollar investments in stadiums, equipment, and salaries." The football coach is under the gun—he must win or be fired. As a result, he can't have the academic approach of other coaches. Naturally, the squad feels this tension.

The time spent on football forces the athlete to neglect his studies, and the practice routine itself can hardly be classified as fun.

Football's hysterical following poses another problem. The exhortation of press, students, and alumni for victory distorts the purpose of the game, with the result that the losers wind up depressed and remorseful while the victors are lionized out of all proportion.

Another thing: "Though college football is big business, it doesn't call itself business. This fraud causes the distortion of values in the game." Players become so steamed up that they place winning above everything else.

This win-at-all-cost mania has produced a serious decline in sportsmanship and fair play. And without these qualities, the game cannot be justified.

"Giving up college football was the most drastic way I could think of to show my concern over what's happening," Mathias concludes. "I hope, for the sake of all the kids who like football, that it becomes a real sport in college again."

How about that? Let's face it: There's a lot of truth in what Mathias says. Big-time football is big business and does create pressures of the type described.

Still and all, Mathias overstated his case. We don't think that the spirit of sportsmanship is dead and that "dirty playing" is common, as Mathias insinuates.

College football is a tough and highly emotional game, and tempers are going to flare no matter how much time you spend on inculcating the principles of good sportsmanship. On the whole, however, the game is played hardly and cleanly. And though it may be big business, it definitely is fun for 99 out of 100 boys who play it.

Sure, college football leaves a lot to be desired. Its excesses, pressures,

and hypocrisy are to be deplored. But there's nothing wrong with it that can't be corrected by a strong, enlightened administration. The fact that college football is already cleaning house is clearly evidenced by the N.C.A.A.'s actions over the past several years.

The trouble with articles such as Mathias's is that they reach the wrong people. Though Bob clearly states that he's talking about big-time football, the casual reader makes little distinction. He overlooks the fact that big-time football is confined to comparatively a handful of colleges—100 at the most—and invariably interprets the article as an attack against all football.

Which is extremely unfair to the 8000 high schools and 400 or more colleges which operate on a "little time" scale—with no problems in the way of pressures and sportsmanship.

## WRONG WAY OUT

We also question the sensibility of Bob's personal solution to the problem—quitting. Quitting rarely supplies an answer to anything. In fact, it usually intensifies a problem.

Suppose, for example, the honest men in politics quit because there were so many rotten apples in the barrel: Who would be the loser? The people. That's what always happens when the good permit themselves to be driven out by the bad.

Wouldn't it be a helluva note if every clean-cut college football player turned in his suit because the game was getting too commercial and a little too rough?

We'd have liked to see Bob get his thoughts off his chest and then go right on playing—in the clean, sporting manner that has always impressed and influenced everyone around him.

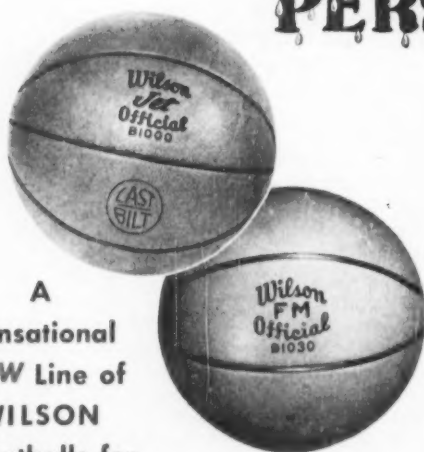


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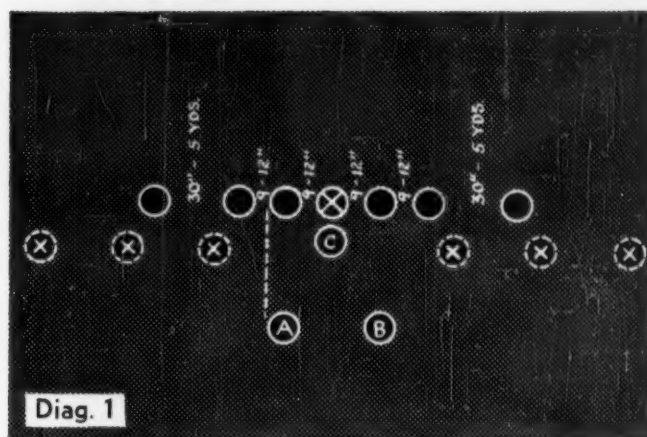
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IT'S **Wilson** TODAY IN SPORTS EQUIPMENT



By RIP ENGLE

HEAD COACH



Diag. 1

## Penn State's Wing T

**W**E at Penn State are fully cognizant of the fact that there's no one offense that will answer every problem and that every offense, including the Wing T, has its weaknesses along with its strengths.

That's why we concentrate on the things that *can be done well* from the Wing T formation, which is a combination of the T, the single wing, and the multiple wing offenses. The mobility of the Wing T enables us to embody many of the features of the aforementioned offenses, thus accentuating the defensive problem.

Specifically, we attempt to incorporate, first, the off-tackle power of the single wing; second, the quick-opening plays of the T; and, third, the deceptive inside reverse from the double flanker as developed by the Wing T.

As you may note in **Diag. 1**, we use a balanced line with the guards and tackles split from nine to 12

inches. We call this "working space." Our ends may be split from 30 inches up to five yards. All splits depend on the play being run and the defense employed.

Our backs are lettered instead of numbered, as shown. The C back takes a normal position under the center with his right foot ahead of the left. This permits him to get out fast in any direction. It also permits him to reverse spin either way. These are the initial movements of our quarterback, who takes the ball from center the same way as most T quarterbacks.

Our A and B backs line up three and a half yards back of the ball on the outside foot of the guards. They always take a comfortable three-point stance. Their stance must enable them to go right, left, or forward with the same degree of proficiency. This means that their feet can be staggered but not to an exaggerated degree.

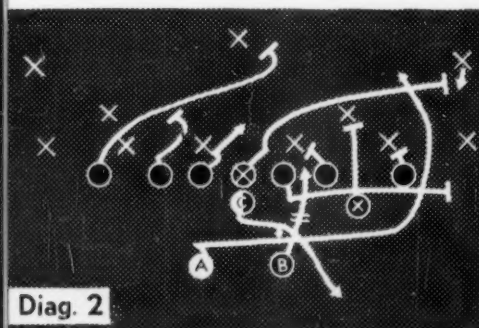
Our X back, or wingback, is a

free lance. He may line up at either right or left wingback, inside or outside of his end, or become a flanker on either side. Though he may be in motion on some plays, the tendency in recent years has been to send the A or B backs in motion more often than X.

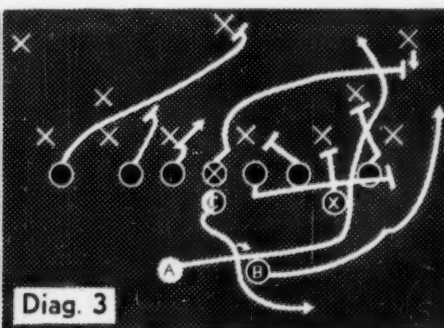
But X must definitely be your most versatile back. He carries the ball as much as any back, he must be a good receiver, and he blocks ends, tackles, and guards. His blocking ability is very important to the success of many plays.

Our off-tackle plays with the X back *away from the hole* are similar to all T off-tackle plays. However, the plays that involve the X back *blocking at the hole* are somewhat different and present an added problem to offensive blocking assignments as well as to the defense. This being the case, I will explain the blocking on off-tackle plays where the X back is involved.

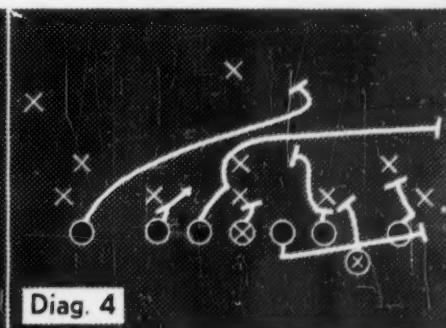
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Diag. 2

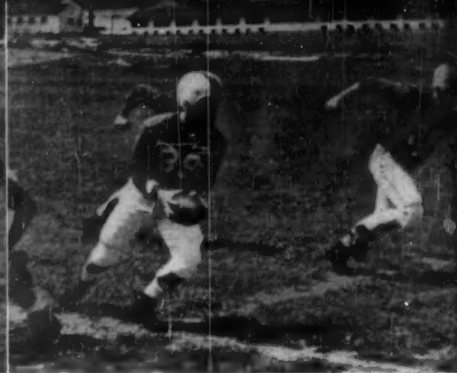
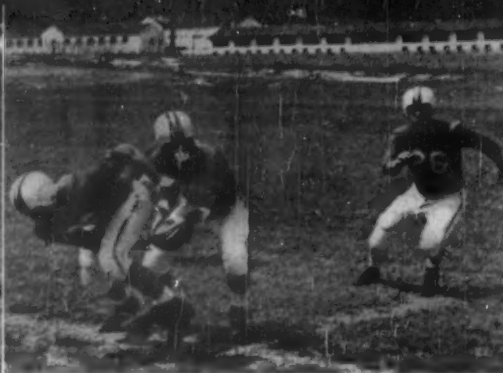
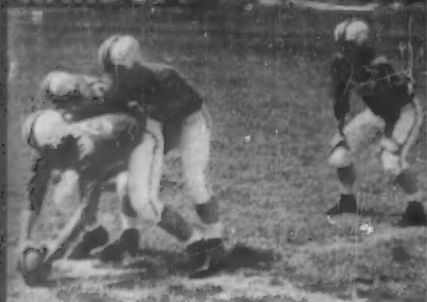


Diag. 3



Diag. 4

## HANDOFF



By TOMMY MONT, Backfield Coach, U. of Maryland

# Split T Quarterbacking

**E**ACH year more and more football teams are switching to the Split T. One of the biggest problems in converting to this new formation is finding a quarterback to operate it. Whereas the Close T quarterback is picked mostly for his passing ability, the Split T coach looks for a man who is a good runner and ball-handler first and a passer second.

The idea behind this article is to pass along the way we teach our quarterback to run the handoff, fullback off tackle, the option play, and the counter play.

We spend a lot of time stressing

stance and ball exchange. The center in the Split T is a very important blocker and his primary block is a sprinting one. Therefore, we insist that the quarterback adapt his stance to the center's ball-snapping position, so that the center's blocking proficiency won't be impaired.

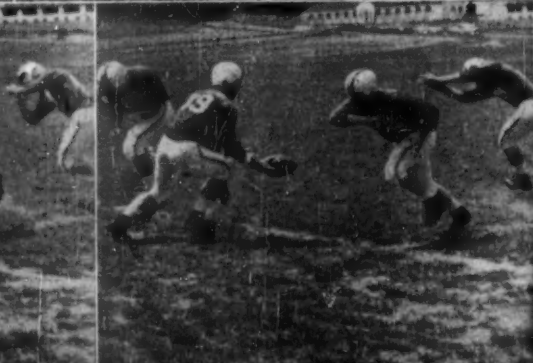
The well-set quarterback will have his back slightly bent, feet in a square stance spread approximately the width of his shoulders, and elbows in to the body. The hands are placed in the center's crotch with the thumbs together, fingers spread and extended. We like this position of the hands be-

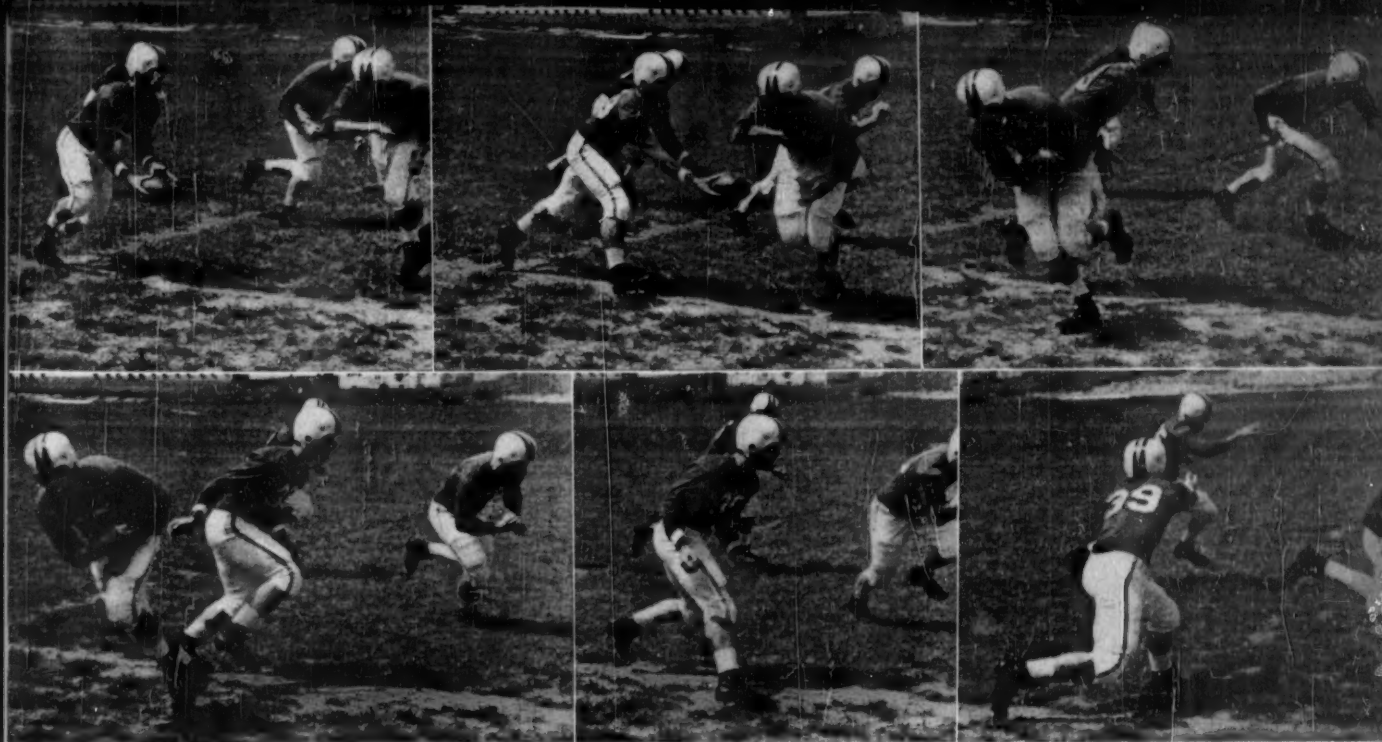
cause the quarterback receives the fat of the ball.

Since the center's block is a sprinting one, it's absolutely imperative for the quarterback to always put pressure on the center's tail and "follow" him out as the ball is exchanged. To "follow" him out, the quarterback takes a short jab step *into the line* with either right or left foot depending on the way the play is going.

One of the hardest coaching details we have is getting our Qb to take this jab step. Not only does this insure a proper ball exchange, but it puts our Qb in the line—

## COUNTER





where he's supposed to operate on the Split T series.

This maneuver takes lots and lots of practice. Whenever running dummy backfield drills, we always put a small hand dummy by the quarterback's feet so that he must step up into the line or fall. Constant attention is needed on this detail if you wish to have a successful split T operation.

The following paragraphs will detail the basic maneuvers of the Split T Qb. There is a picture sequence for each play.

**HANDOFF:** The basic play of any T system is the handoff to the right or left halfback. This play is also known as the "quickie" or "dive." The quarterback follows the center out as he receives the ball by stepping into the line with a short left jab step. His next step is a long crossover. The ball should be handed off on this step. Your handoff play isn't being run correctly unless your Qb is straining to get the ball to the halfback on the line of scrimmage. We make it the Qb's respon-

sibility to get the ball to the ball-carriers. The Qb, after handing off, should continue on down the line, never looking at the handoff man, and fake the option play.

**COUNTER:** One of the Split T's most successful plays is the counter to the fullback. This was the play that Maryland ran so well against Tennessee in the 1952 Sugar Bowl game. We try to run the play as quickly as possible. The Qb's first two steps are the same as in the handoff to the right or left depending on which way he's countering. He then pivots on the ball of his rear foot, reaches and hands off to the fullback at a spot where the center's tail had been when the play started. The fullback executes a quick head and shoulder fake, then drives in like a handoff man. After the handoff is completed, the Qb drops back and fakes a forward pass.

**FULLBACK OFF TACKLE:** This Split T play, which has just begun to be universally adopted, requires more timing than any other play,

but once mastered it offers a basis for a new offense. From this play, you can run, pass, screen, reverse, etc.

The Qb's first two steps are again the same as in the handoff play—a short jab step into the line and then a long crossover step. Since the pictures show the play to the right, we will detail the play the same. The Qb's left leg is extended when he reaches the handoff spot. He then pushes off his left foot at an angle of 30° and fakes a pitchout to the left half, who is faking rapidly to his right. The quarterback plants his right foot and pushes off at an angle of 30° back into the line and hands off to the fullback, who is driving for his right end's back.

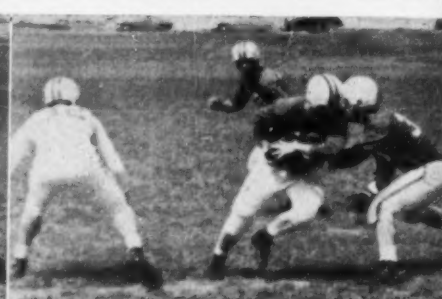
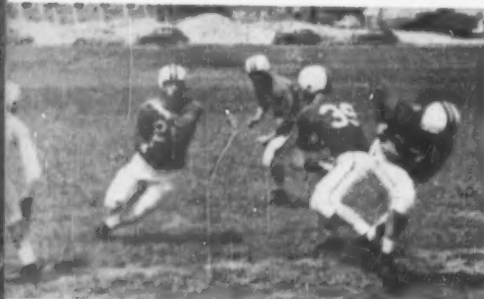
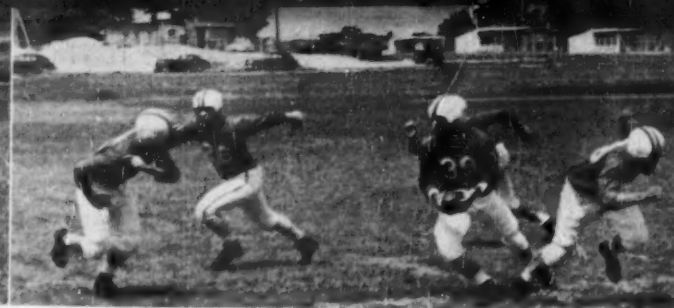
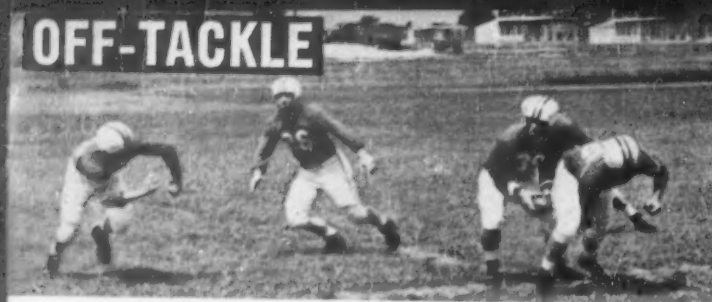
The handoff should occur no deeper than one yard off the line. When the ball exchange is completed, the Qb drops back and fakes a forward pass or fakes the belly play. The fullback on this play starts quickly for the defensive end's outside shoulder at a spot 1½ yards

(Continued on page 64)



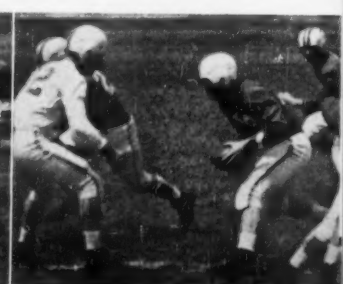
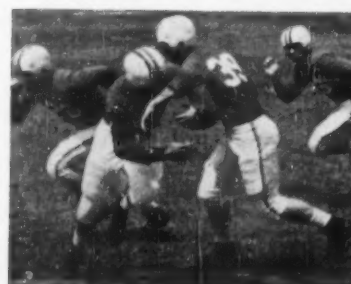
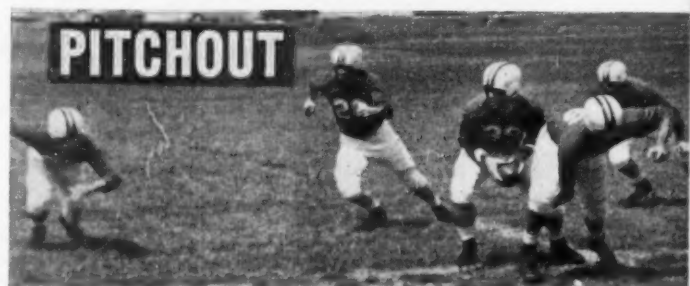


**OFF-TACKLE**



**Split T  
Ball-Handling  
at  
Maryland**

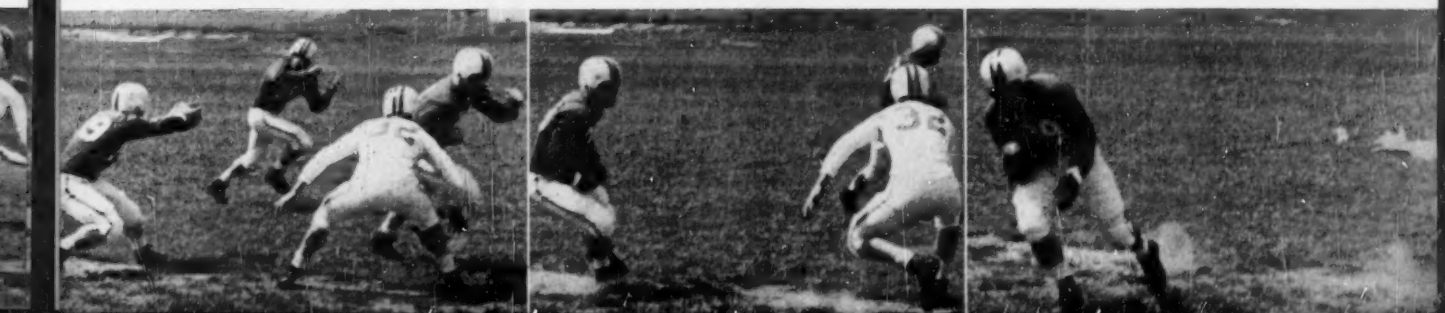
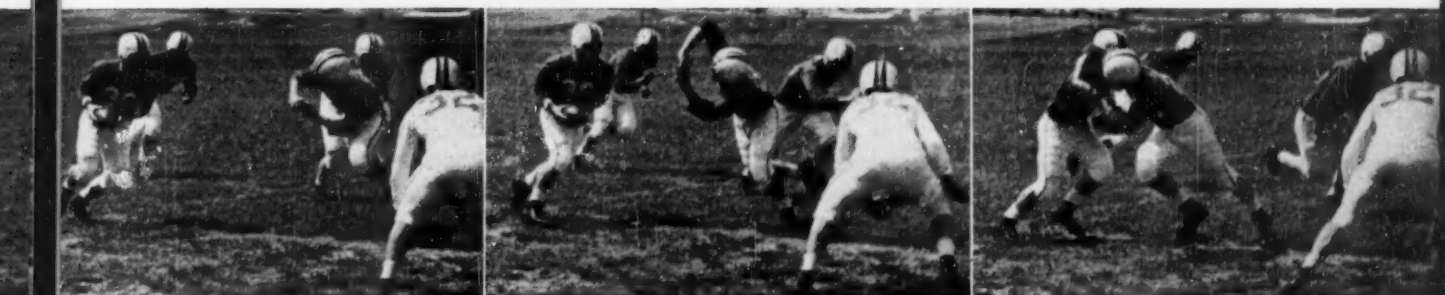
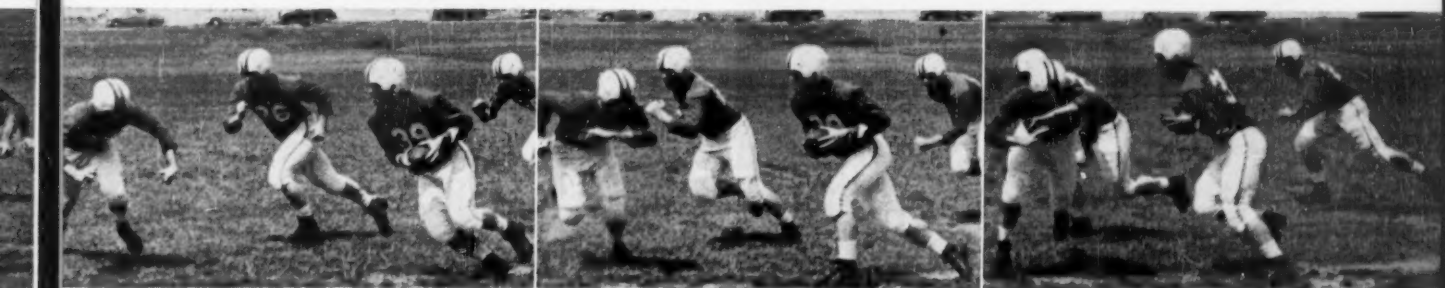
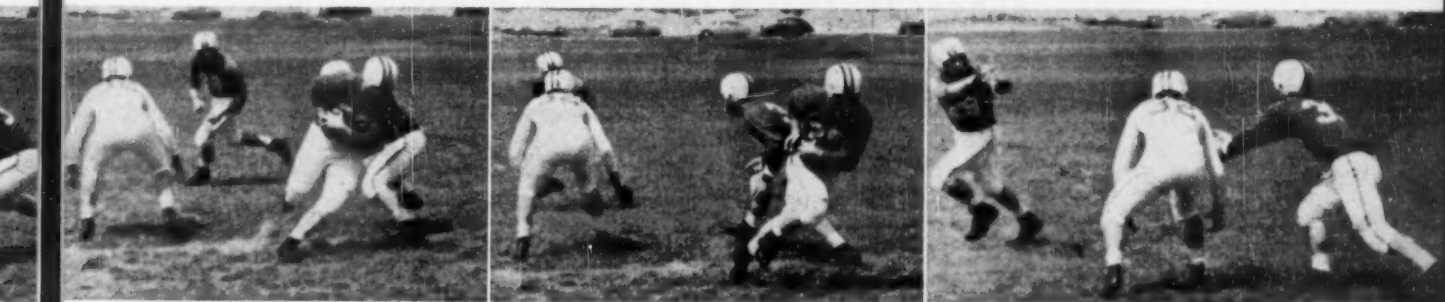
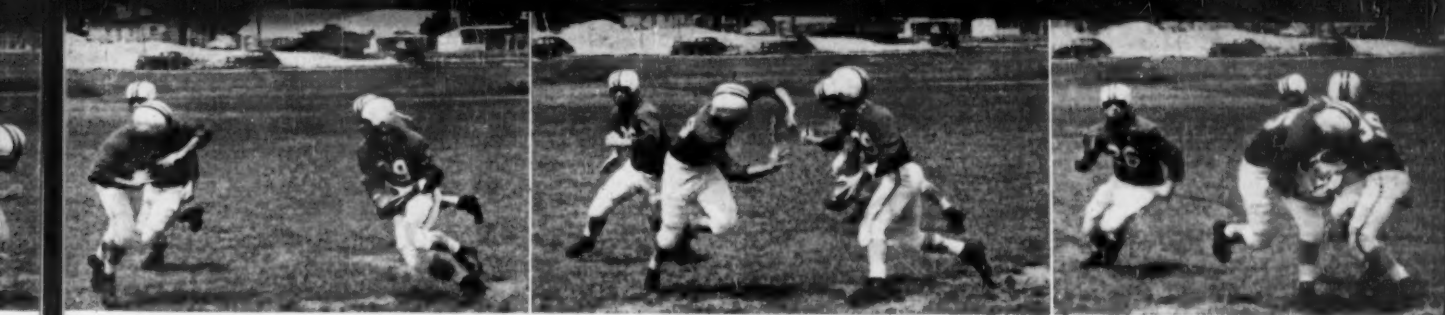
**PITCHOUT**



**KEEP**







# Sequence Your Plays!

By JOHNNIE GOLDEN, Santa Maria (Cal.) H. S.

**S**QUENCE, or cycle, plays are "look alike" patterns which may be found in practically every modern offense. Their purpose is simple—to deceive the defense by starting out the same but ending differently.

Their potential is tremendous. However, and here lies the reason for this article, too many quarterbacks fail to exploit them properly. They call the plays in logical one-two-three order and thus tip them off to the defense.

Another common mistake is to call them in obvious emergency situations with time running out. The smart defense will seldom be fooled. They'll be expecting trick plays from a decoy pattern and will set themselves accordingly. As a result, the sequence plays will often boomerang.

I believe that sequence plays can be compounded into a very sound offense by employing them with little regard to the defensive reaction. The modern quarterback is instructed to "mix 'em up" as much as possible—choosing different plays from the offensive repertoire.

In the recommended sequence method, the same theory applies—except that the quarterback mixes up the sequence series. If, for instance, the quarter has several plays working from the trap series (**Sequence 1**), he doesn't call the trap, the bootleg, and the pass in one-two-three order. Good scouting reports detect such moves and suggest counter-measures.

The clever quarterback will keep using plays from different sequences so that the offensive picture is never clearly revealed or mechanized to

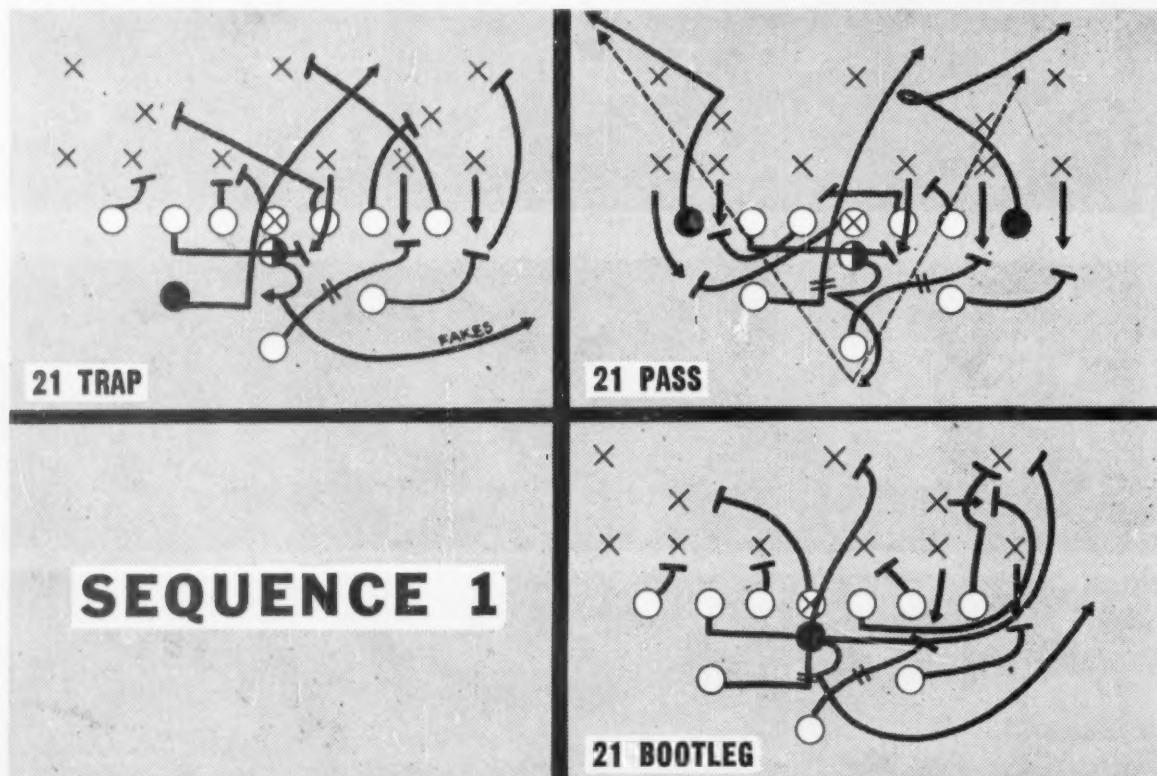
the defensive opponents. In other words, he continually mixes the plays and the cycles at the same time.

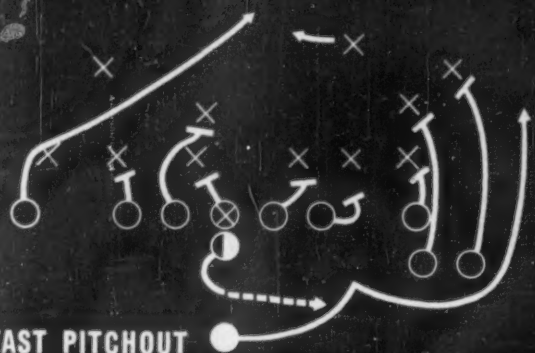
**Sequence 1** shows a trap series in which the initial movements of the backs, as well as the fakes and pulling of the tackle assigned to the trap blocking, are all the same. These are the key points so keenly observed by opposing scouts.

**Sequence 2** outlines a flanked set-up in which the initial movements of the backs is practically identical and the line assignments change very little. The blocking is strictly a last-moment adjustment into the best "wall" positions.

**Sequence 3** depicts a buck-lateral sequence from the T starting with a direct pass through the quarterback's legs. It's interesting to note

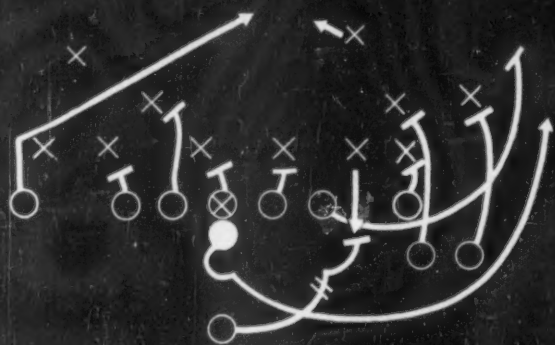
(Continued on page 62)



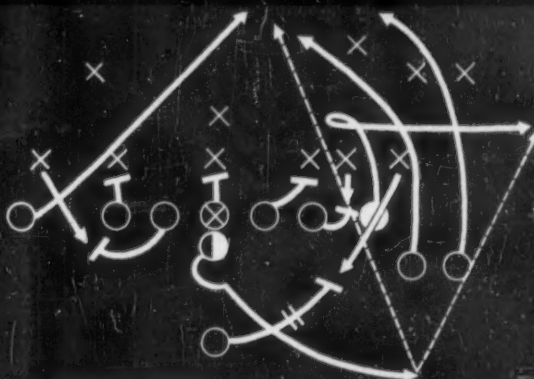


**FAST PITCHOUT**

## SEQUENCE 2

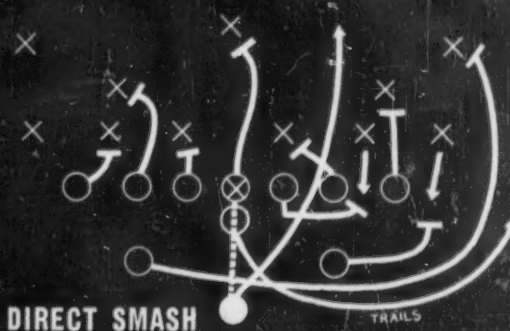


**FAKE PITCHOUT-BOOTLEG**

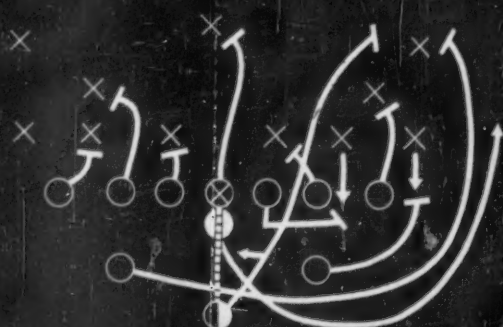


**FLANKER PASS**

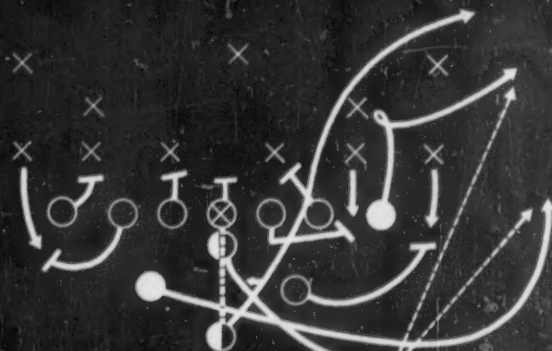
## SEQUENCE 3



**DIRECT SMASH**



**DIRECT BOOTLEG**



**DIRECT LOOP OR FLARE PASS**



# CROSS-COUNTRY

## Training and Techniques

**C**ROSS-COUNTRY is a sport which provides endless amounts of personal satisfaction and enjoyment for those willing to put in the required work.

The average boy of high school age is athletics-conscious. He wants to assert himself on the field, on the diamond, or on the court. Being a recognized member of the "team" immediately gives him a certain amount of prestige among his contemporaries.

This is an important phase of his psychological maturation. He gains much personal satisfaction by winning a cross-country meet or by being a member of a triumphant team.

Many physical benefits are also derived from a season of the "hill and dale" sport. The contention that such running is injurious to the heart is fiction. Running *will not* injure a boy's heart in any way, provided the boy had a normal, healthy

**By LT. JACK WARNER**  
*Distance Coach, Quantico Marines*

heart when he started. This is one of the basic reasons for the required physical examination at the start of each season.

Running will make a healthy heart stronger and more efficient. The lungs, likewise, will function more fully and efficiently. In short, all of the body's organs and systems will benefit by the uniform, systematic training schedule and exercise.

A member of the "team," a boy learns how to make friends and get along with others. Every meet presents new social experiences and many new acquaintances with boys from neighboring schools, towns, and states. The athlete learns how to conduct himself so as to reflect only praise and admiration upon his school and home. He's also aware that his "extra try" will gain the

admiration and respect of his opponents, teammates, coaches, and spectators.

Cross-country has a definite carry-over value for the track season. Many distance men prefer and need the endurance work of the fall sport as a basis for a strong, successful season in the spring. Most coaches insist that their milers and half-milers participate in the "hill and dale" sport every autumn.

The physical requirements should be consistent and rigidly adhered to. Each boy should be thoroughly examined by a competent physician who's familiar with the rigors and bodily demands of the sport. This will insure adequate protection of the boy and the school.

No particular body build is advantageous in cross-country. Participants always have and will continue to vary in build. Any boy who can pass the physical examination and has the "will to win" can de-

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by Fred Arevalo, Memorial Jr. H.S., San Diego, Cal.





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velop into a good distance runner.

#### TRAINING (EARLY-SEASON)

The first three or four weeks should be spent on basic conditioning work designed to prepare the body for the work ahead. Alternate jogging and walking, with the boys working together as a team, should be stressed. In fact, teamwork should be emphasized in all cross-country work. For, without the combined efforts of each boy on the squad, the team won't taste victory often.

Jogging and walking over the course will strengthen the entire body as well as familiarize the boys with their "home course." The latter point is a valuable aid in home meets.

The boys should cover (jogging and walking) a distance of about two miles every day during the first week. If the boys seem to be progressing well, the distance may be increased. By the end of the fourth week, the boys should be able to cover up to three miles with ease.

Let me remind you coaches to use your own discretion as to the progress each boy is making, and work him accordingly. Perhaps three or four of the boys are coming along fine, while a few of the others are having some difficulty. In this case, it would be wise to work the latter group apart from the others for a while until they're capable of "staying with the others."

Have them run only as fast as the average boy, and stress work on their particular weaknesses. Treat each boy as the individual he is. Learn his weaknesses and strong points. This knowledge is an asset to any coach.

Whenever the boys are working as a group, let no one or two of them "run off" and leave the others behind. They will have many opportunities to show their particular abilities in the forthcoming meets.

However, even under this group plan of workouts, it's a wise idea to have all the boys work out together at least once a week, preferably on the distance workouts. This is an excellent way to maintain team spirit.

#### TRAINING (MID-SEASON)

After about four weeks of this general conditioning and endurance work, the boys should be ready for more specialized efforts. Such work should consist of hillwork, speedwork, pace, and distance.

The hillwork should include practice over rolling hills, steep hills, long grades, and downgrades. In uphill running, the stride should be shortened, the body lean more

pronounced, and a more driving arm action emphasized.

The boys must be taught to keep working once they reach the top of the hill, rather than let up and rest as is the natural tendency. The outcome of many races has been decided by a boy's ability and will to work from 400 to 600 yards after reaching the top of a hill and before settling back to his racing pace.

In downhill running, the popular theory is that the stride is lengthened slightly and the trunk is kept more erect. The arms are lowered slightly and there is a general "let-out," with some "check" to keep body balance.

However, Fred Wilt, perhaps America's greatest cross-country runner, says that he shortens his stride a bit and actually "runs" downhill—his theory being that he doesn't expend any more energy by doing so.

It might be well to analyze his theory. By lengthening the stride on downhill grades, one will experience body jar and difficulty in stability. However, if the stride is shortened some and the pace is picked up, there's actually more body control, less jar, and more speed.

On the rolling hills, it's best to "roll" over them, working the uphills and relaxing on the descent. Often, the momentum gained on the downhills will carry you half-way up the next incline.

The steep hills are run best by "working" them and getting up rather fast so that you can "settle down" again.

The long grades are run much the same as the flats, only with a somewhat shorter stride and slightly greater body lean, combined with a little more effort.

Speedwork is usually done early in the week. This may consist of a half-mile run, a mile run, or several quarter-mile runs with plenty of recovery time before each. It may consist of about six or eight 220-yard runs or about four or six 300-yard runs to build stamina.

Another type of speedwork that the boys find enjoyable is "ins and outs." It's somewhat of a "follow the leader" type workout. The team lines up in a column, in no particular order, and start out at about one-half to three-quarter speed.

The last boy in the column then steps out of the line and speeds on up to the lead position, where he settles back to his original pace. As soon as the new leader takes over, the last man repeats the process. This may be continued until the coach feels they've had enough. Two miles of such a workout is recommended.

(Continued on page 85)

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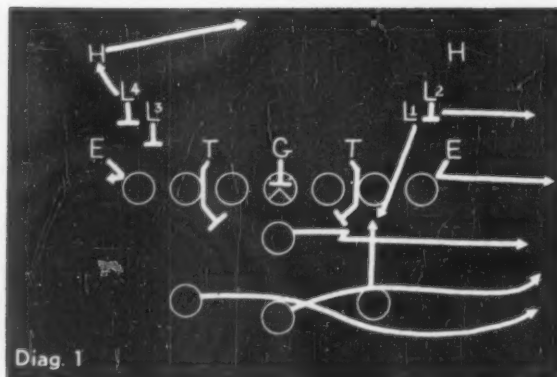
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By **CHUCK KLEIN**  
Balmy Beach Football Club (Toronto)



# Defensing the Split T Option Play

**S**PLIT T advocates insist that the option play cannot or at least should not be stopped. If the end comes, you pitch. If he hangs, you keep. And if the defensive halfback commits himself after the pitch, you pass (before reaching the line of scrimmage).

This is a pretty potent dose of offensive poison, and accounts in large part for the growing popularity of the Split T. At any rate, the facts and figures don't lie—Split T football is difficult to defense. The complexity of the job has tended to produce many defensive variations. In general, however, the defensive ends are invested with the responsibility of stopping the option play.

This, I believe, is too much to ask. The responsibility should be distributed more widely. Up here at Toronto, for example, we feel that a nine-man line is a must in stopping the Split T option play.

At first glance, this set-up may seem vulnerable to pass plays. As the offense lines up, you see only

two deep pass defenders. As the play develops, however, we become three deep.

This defense is a change-off and is used in situations where the opponents like to dive or use the option play (as revealed by our scouting reports).

Our nine-man front is outlined in **Diag. 1**.

**Interior Linemen.** The guard plays face to face with the center, and charges directly over him in order to control him at the line of scrimmage and then pursue the ball.

Our tackles set up in the gap on the inside shoulder of the offensive tackles. This holds true no matter how wide the offensive split. Our tackles' charge, however, varies with the split.

On a normal split, they charge over the offensive tackle's (inside) shoulder. In case of a larger split, they charge through the gap. Their first responsibility is the inside veer of the dive play, while their second responsibility is to pinch off the

middle, never penetrating more than a yard deep unless rushing the pass.

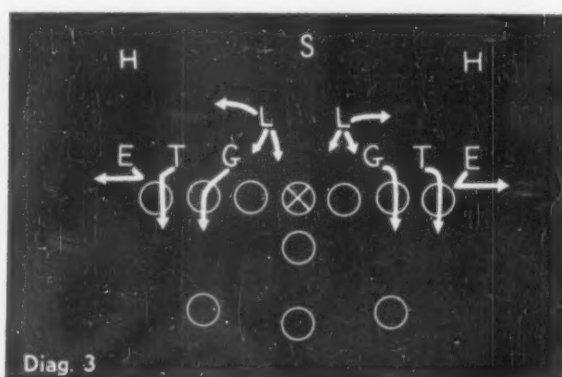
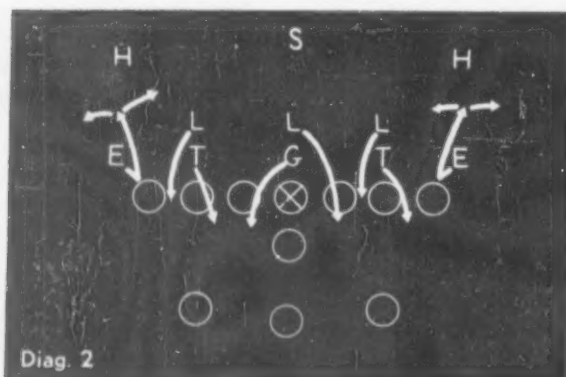
Our linebackers are numbered 1, 2, 3, and 4, with 1 and 3 being inside backers and 2 and 4 being outside backers.


**Inside Linebackers.** These backers set up one yard off the line of scrimmage, positioning themselves so that their outside foot is on line with the inside shoulder of the offensive end. These men key on the halfback.

If the halfback fires ahead as in a dive play, the linebacker must drive in and meet him behind or at the line of scrimmage, regardless of whether or not the dive man has the ball.

If the linebacker can stop the dive man behind the line of scrimmage, he will force the quarterback deeper than the planned play requires and therefore complicate the timing and execution of the play.

If the halfback starts to the opposite side, linebackers 1 or 3 hold and play position for a counter and crossback, or any play coming back.





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teeth a thing of the past!**

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**It's the number 1 mouth protector among boxers.**

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Players like to wear the ODDOGUARD because it's the first really comfortable mouth protector ever developed. Compare the ODDOGUARD with other mouth protectors, and you will see why it is such a great improvement. Note that the ODDOGUARD doesn't just cover the upper teeth; it gives DOUBLE PROTECTION for both the upper and lower teeth, as well as the lips and gums; and thereby offers far greater protection against concussions due to blows on the jaw.

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Should the halfback flare or fan to the same side, the linebacker holds, as explained above.

**Rule for Inside Linebackers:** Halfback forward, linebacker forward. Halfback away, linebacker stay.

**Outside Linebackers.** These backers play two yards off the line of scrimmage, face to face with the ends. They first key off the end on their side, and then the quarterback.

Their first responsibility is to hit and hold up the end as he comes forward to go downfield for a pass or a block. If the end blocks in, they hold and await the quarterback.

After checking off the end, the outside linebackers (2 and 4) stay even with the quarterback until he either pitches or turns downfield. They never cross the line of scrimmage until the quarterback makes his turn.

Should the quarterback start in the opposite direction, the outside backer drops quickly to the halfback's position to protect against passes and give pursuit to the ball from the deep position.

**Rule for Outside Linebackers:** Check end... play quarterback... drop when ball is opposite

**Ends** position themselves arm's distance from the offensive ends, and are careful never to be hooked in by the latter. They hit the offensive ends with a forearm shiver to force them into the outside linebacker's path. This maneuver is for protection against a quick flare pass to the flat.

The second and most important responsibility of the end is the outside pitch from the option, the wide sweeps, and the flat and screen pass. The end flares on the line of scrimmage, never penetrating, until the pitch is made.

If the quarterback keeps to the inside, the end remains between the quarterback and outside halfback or fullback, to protect against a lateral. If no lateral is evident, he converges on the ball-carrier.

**Rule for Ends:** Jab at end and play outside.

**Halfbacks** play six yards deep with their inside foot even with the inside foot of the defensive end. If the quarterback starts to their side, they look first for a pass and second for an outside sweep, after the position of the ball has been established. If the quarterback starts away, they rotate immediately to the safety man's position and establish the path of the ball.

**Rule for Halfbacks:** Power your way, stay. Power away from you, rotate to safety.

When the opponents flank or motion their halfbacks or fullbacks, we compensate (according to the scout-

**A**FTER years of coaching at Cocoa (Fla.) H. S., during which time he wrote some fine articles for us, Coach Klein is now presiding genius of the Balmy Beach Football Club, farm for the Toronto Argonauts, champions of the Canadian Professional League. Coach Klein writes, "I'd like to thank you for publishing my previous articles. I sincerely believe they've greatly helped me in furthering myself in the coaching profession."

ing reports) with either of our outside linebackers, 2 or 4. Under normal situations, when the left halfback motions or flanks to the right, our outside linebacker, 4, drops immediately to the halfback's position and the halfback rotates to the safety's position.

When they flank or motion the fullback, we compensate with our end, since their dive or option play is still a threat.

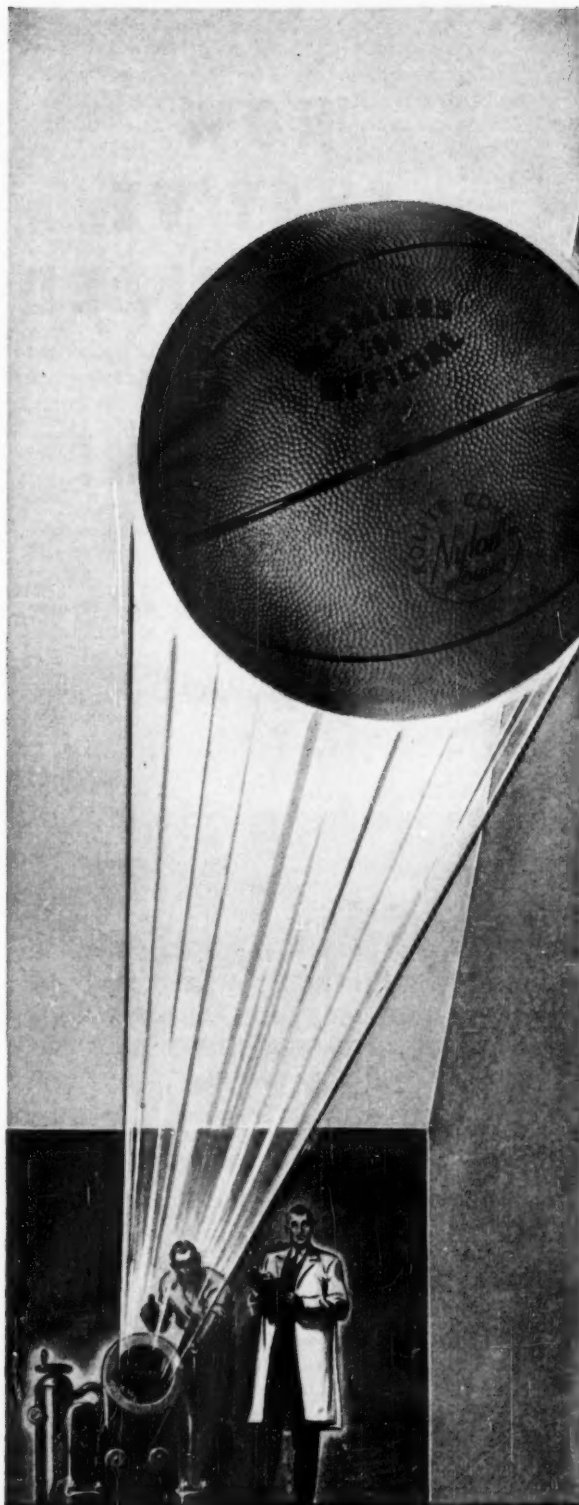
When the ends split wide, we compensate with our halfbacks and ends. We also drop our outside linebackers back an additional one or two yards so that they can help in case of a short or deep pass, and still be in good position to cover the quarterback in case of the option.

Our theory is that the wide splitting of the ends weakens their blocking ability and thus fails to furnish enough power for the dive or option play—unless a back is set or motioned to that side in position to make the block.

We realize that if our outside linebackers forget to hold up the end, the opponents may be able to flood three men out. However, we feel that our inside linebackers can compensate by rushing and holding up the halfback trying to get through the line. On the whole, this defense, as explained above, has been just short of phenomenal for us.

As stated previously, this nine-man front is a change-off defense. We also use two other defenses against Split T teams which, we believe, have merit. First is our 5-3, with our linebackers and linemen dealing on their own. As shown in **Diag 2**, the ends drop off the line of scrimmage for pass protection, inside or out.

Our other defense is a loose 6 with eight-man gap spacing, our linebackers being very tight and keying off the quarterback's movement. The ends' responsibility remains the same as in our nine-man front—jabbing the offensive end and playing the outside. (See **Diag. 3**.)



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*Howard Waite, progressive trainer for the Pitt Panthers, uses a Niagara Hand Unit to apply beneficial DEEP massage to one of his charges. "Niagara equipment allows me to plan and supervise several treatments at once," says Waite.*



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That's just what the University of Pittsburgh Panthers did last season. They beat Notre Dame. They won five other games against major competition. And they wound up a nine game season with a 6-3 record that had local fans harking back to "Dream Backfield" days.

Many men, many programs played a part in the Panther's return to gridiron heights. Very important were training and conditioning—always Pitt trademarks. Pitt had the horses in 1952, true. But conditioning, training and rehabilitation of injured players, all under the able direction of nationally known trainer Howard Waite, played a big part. It was Waite who kept the team in fighting condition throughout the tough nine game season.

To keep his teams in top shape, Howard Waite has used Niagara mechanical deep massage for three years. Let him tell you why he uses and recommends

Niagara's complete line of mechanical massage equipment.

"Niagara definitely provides the modern trainer with a valuable tool in his battle to keep the team healthy and on the field for every game. Its effect is truly that of DEEP massage. Used wisely, either alone or in conjunction with heat or whirlpool treatments, Niagara helps relieve muscle spasm, permits joint or muscle injuries to heal faster, and eases pain and the psychological tension which accompanies it.

"Above all, by actively promoting blood circulation through the injured parts, Niagara Massage makes shorter work of the healing process—gets injured players back in shape days, sometimes even weeks, before you would have thought it possible.

"Niagara is a valuable time saver for the up-to-date trainer," Waite goes on to say. "I decide what sort of mechanical massage a boy needs, and whether he'll be helped most by the Niagara Table, the compact cushion, the hand unit or the orthopedic adaptor. I start him out, and then leave the actual massage to



him, with frequent checks, of course, to make certain it's going well. You might say that, for routine massage, Niagara equipment gives me the advantage of being able to plan and supervise several treatments at once."

Football coaches and trainers are agreed on one thing. With the end of two platoon football, it's important for sixty-minute men to be protected from injury and the muscular atrophy which so often accompanies injury.

Waite endorses this goal—an injury-free squad of all-around players. As he puts it, "I don't depend on any one device to achieve this for me—but I do try to use all the modern methods available. High on my list is Niagara mechanical massage in all its helpful forms—table, cushion, hand unit and orthopedic adaptor."

Like Howard Waite, we don't claim any miracles for Niagara mechanical massage. We do know, however, that judicious use of Niagara equipment will help keep your athletes healthy and active. The experiences of Mr. Waite, of Dr. Harrison Weaver—Physician to Eddie Stanky's St. Louis Cardinals—of Monte Irvin, Ralph Kiner and hundreds of other athletes back us up. Athletes enjoy their playing days more; they're of more value to their team, with Niagara mechanical massage equipment to protect them.

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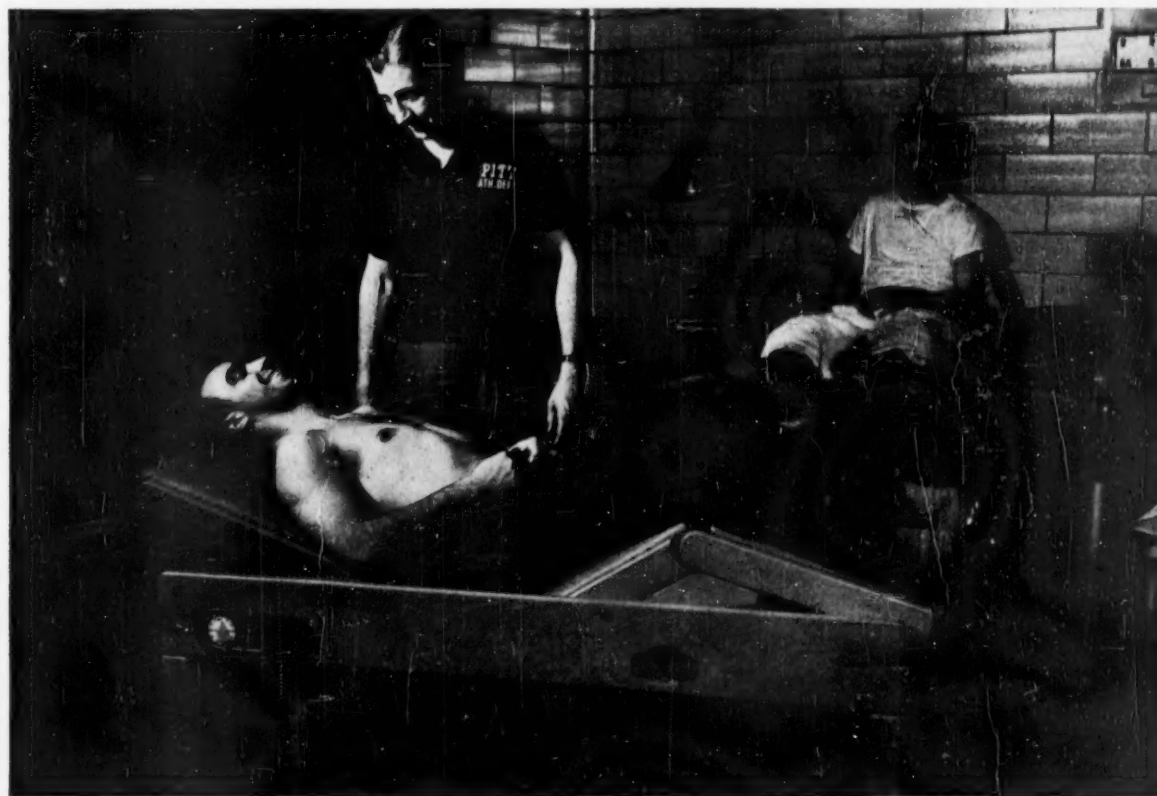
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*Niagara's Triple Table, carefully constructed to fit and support the user's contour, is a favorite with athletes and trainers alike. Athletes like it because it really soothes*

*aching joints and helps relax and restore injured muscles. Trainers like Pitt's Howard Waite endorse this—they know what a help the table is in maintaining full player efficiency.*



Fig. 1, Body Feint: Player swings right hip forward, then reverses and pushes ball to right with inside of left foot.

# Feinting in Soccer

By STANLEY E. SMITH

U. S. Educational Foundation, Denmark

ONE of the most thrilling sights in soccer is to see a player feint an opponent out of position and advance the ball into scoring position. We've often seen a speedy wing receive a pass from his inside forward or halfback, only to be confronted immediately by an alert fullback. A quick glance tells the wing that his nearest teammates are covered and that any pass to them would probably be deflected, if not cleanly intercepted.

He starts a kick that would send the ball back to his inside. But at the last instant, he lifts his foot over the ball, reverses his direction, and dribbles around the outside of his opponent, who's been thrown off-balance by the feint. By this time, the inside forward has broken away downfield toward the sidelines, and a quick pass from the wing places the ball in a perfect position to be crossed to the forwards charging toward the goal from the other side of the field.

Thus, the ability of the wing to "beat" his man materially assisted his team in advancing the ball. Without this ability, he probably

would have lost the ball to the opponents.

On the other hand, one of the most displeasing sights in the game is to see a good ball-handler waste an opportunity by trying to be a "fancy Dan." Take the case of Billy Ballhog, for example. Playing at center half, Billy aims to please the crowd with his tricky dribbling, and does in fact make two successive opponents look quite ridiculous—only to have the third take the ball away from him. In the meantime, three of his teammates are standing around with no defenders within 15 yards of them, waiting in vain for a pass from fancy Billy.

A team would do well to get rid of a player like Billy and substitute one who knows enough to pass, even though not quite so skilled in the finer points of ball-handling.

What is the essential difference between the two players mentioned above? It's simply that the first is cognizant of the value of individual deception in relation to team strategy, and the second is not. That is, the first has probably been indoctrinated in the purpose of feinting.

Not to appear fancy or polished, but to abet team play. In short, feinting is but a means to an end, and not an end in itself. If the situation is such that a feint will not abet some aspect of team play, it should not be used.

By the same token, a player should seldom attempt to beat a man when a teammate in his proximity is open for a pass. I say seldom because situations do occur where the risk of losing the ball while attempting to beat a man is very small compared to the advantage that may accrue.

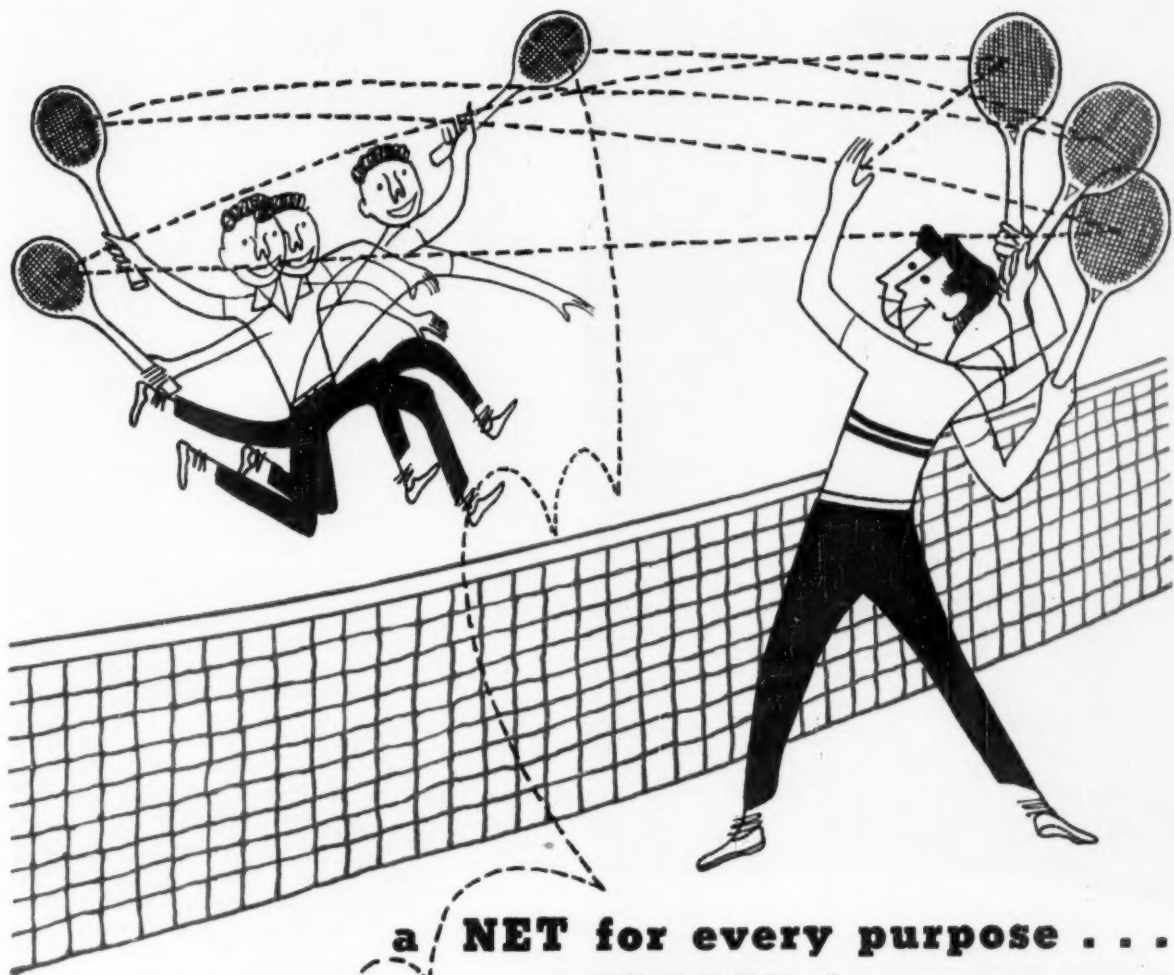
However, the chances of this happening are about 1 in 100 and it will take a very clever player with a great deal of experience to discern such a situation. For this reason, the young player should be taught to pass whenever feasible in the most efficient manner possible.

When viewed in the above light, one may question the advisability of teaching youngsters to feint. Aren't we saying that it might prove more detrimental than beneficial? Not really. There's no reason why this should be the case if the teacher uses the correct approach. We must



Fig. 2, Cross-Kick Feint: Player moves right foot as if to kick ball with inside of foot. Instead, he passes over top of ball,

plants toe to left of ball and pivots on it, while at the same time nudging the ball with his left instep.



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also realize that it's often impossible for a player to pass safely, and that the use of a feint frequently makes the pass more effective.

If we intend to teach it, we should first know what constitutes an effective feint. Perhaps the primary element is that of surprise. If a player knows only one move in a certain situation, his chances of succeeding after the first few tries are very small.

On the other hand, if he has two or more different responses and uses them wisely, his chances of success are far greater. Our player well knows what he's going to do with the ball, while the opponent will not. The important thing is for the player to plan his exact maneuver beforehand. In addition, he should know what he'll do if and when the feint succeeds.

The second consideration is for the feint to be simple and clear enough for the opponent to recognize as a positive conscious motion. It's a waste of time to teach an intricate feint to the average scholastic player.

I once knew a fellow whose father was a professional soccer player in Europe. His father had taught him many of the tricks of the trade, including some real professional feints. When he put them into practice, however, his playmates failed to react to them. When interrogated by his father as to whether his tricks had proved effective, the disgusted boy replied, "Aw, the guys were too dumb to fall for them."

That little incident serves to illustrate the point. Very often the simplest feints are the most effective. That is, when executed in a convincing manner at the proper time in order to keep the opponent off balance. The player must frequently use a little applied psychology in this latter respect.

Take a right wing who's dribbling down the sidelines with the defensive fullback running alongside, and no open teammate available. The wing may have only three alternatives. The first is to try to outrace the fullback in the hope of clearing himself by the time he reaches the goal line, so that he can cross the ball. The second is to suddenly stop the ball with the sole of his right shoe and play it from behind the fullback, hoping that the latter won't anticipate the act and will run past the ball. The third may be to fake a stoppage of the ball in the same manner, but bring the foot completely over the ball and push it ahead again with the same foot in a sudden burst of speed.

Now it's doubtful if the wing can outrun his opponent, especially when

dribbling the ball. Chances are, therefore, that he will have to use one of the other alternatives. This is where the applied psychology comes in. If the wing uses the feint first, he may find that the fullback isn't "sharp" enough to respond to it.

If, on the other hand, he uses the complete stop first, and the fullback falls for it, he's laying good groundwork for future use of the feint. For, after the fullback errs once or twice in running past the wing and the ball, he becomes conditioned to the "correct" response—that is, checking himself in time. When this occurs, the wing's feint should work like a charm.

In this same connection, it's often worthwhile for a player to watch his opposite number in the warm-up sessions to glean an idea of his speed, coordination, and experience. This frequently saves a good deal of experimentation. This ability to size up an opponent comes with experience, but the coach can speed up the process by proper guidance.

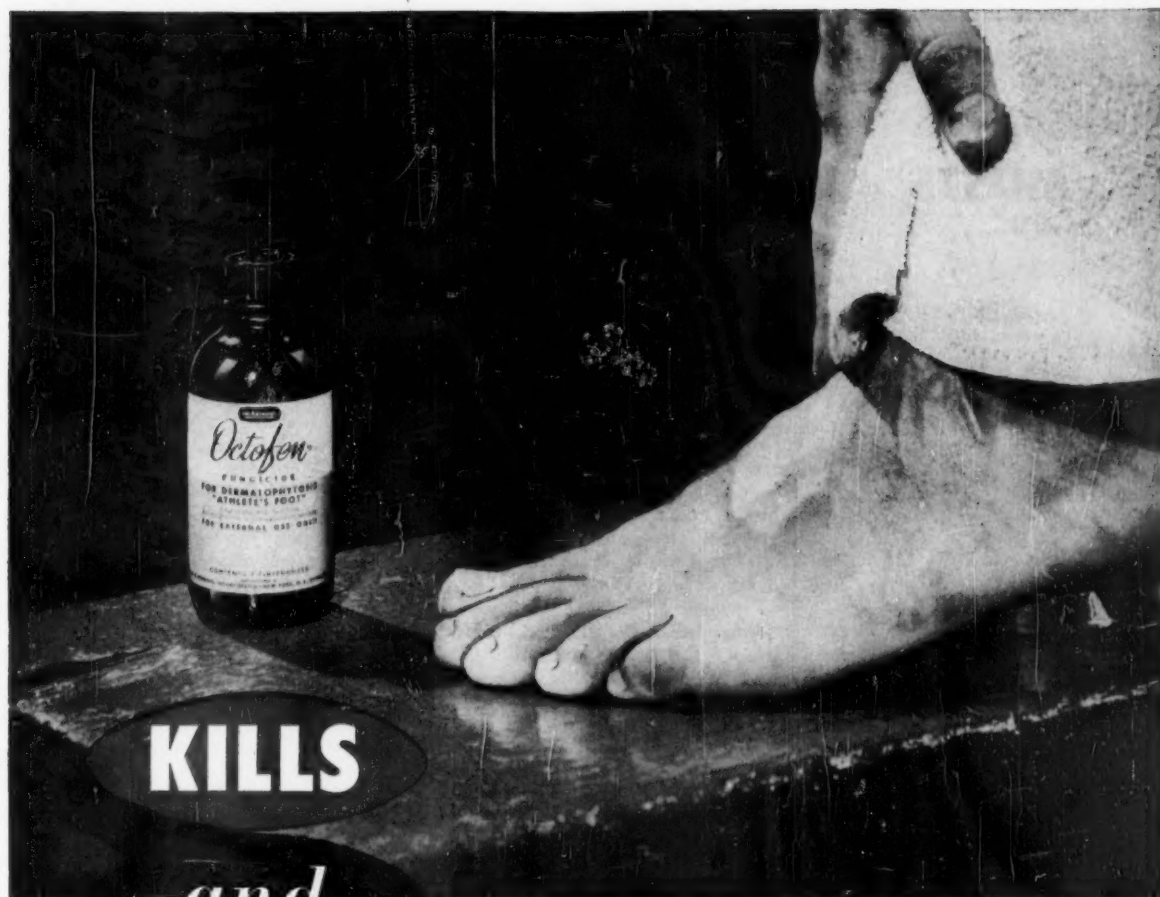
#### MECHANICALLY PERFECT

A third prerequisite of an effective feint is that it be developed to mechanical perfection, so that once it's been decided upon as a course of action, it becomes an automatic response. Each new feint should be learned to this degree before another is attempted. A player who knows few feints but who can execute them smoothly will probably be more successful than a player who knows many more feints but who hasn't perfected any one of them.

Feints aren't restricted to any particular players on a team, though certain members will find many more opportunities for them. The wings and the center forward, especially, find a number of feints useful on many occasions. The defensive men, while not finding it necessary to feint quite so often, do occasionally find themselves in a position where a feint can make the difference between clearing the ball or giving the opposing team a scoring opportunity.

The coach will hence find it profitable to teach all his players, offensive and defensive, several of the most fundamental feints. In addition to equipping the defensive men with a good weapon, he'll also be preparing them for any opposing offensive men who attempt the same tactics.

It will be noted that among any group of boys a few will seem to possess a certain talent for feinting. These "naturals" will naturally re-



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\*Oster, K. A., and Golden, M. J.: *Exp. Med. & Surg.*, 7:37, 1949  
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quire less tutoring than others to whom this talent doesn't come as easily. Perhaps the greatest problem with the talented boys is not of encouraging them, but of restraining them.

Very often this type of boy will attempt to learn too many feints at once and consequently becomes master of none. All the others of your group probably will be able to learn at least the basic feints and be able to use them with a good degree of effectiveness.

Feints can be taught in the same manner as any of the other skills, but not before certain of the others are mastered. For instance, whenever a simple trapping and kicking drill begins to pay diminishing returns, a body feint may be added before the trap. This will stimulate greater interest and offer a natural sequence of elements.

Feints should always be learned as part of an integrated whole, and not as an entity in themselves. For this reason, the greater the number of conventional drills into which they can be inserted, the better.

### THE BODY FEINT

The most fundamental, as well as the most important, feint in most sports is the body feint. This of course is a very general term, since it's a specific part of the trunk that usually initiates the feint. A boxer sometimes succeeds in opening up his opponent with a feint of the shoulder, while the broken-field runner may throw an over-anxious tackler completely out of the play by a deceptive weaving of the hips.

To be sure, these are but a few examples, but they should serve to illustrate the importance of the body as a deceptive mechanism in sports.

In soccer, the focal point of the body feint is the hips. This seems natural enough, since most kicks ultimately originate in a change in hip position. Nevertheless, this fact is often overlooked by coaches, and many great players are left to discover for themselves the important role of their hips.

This has been pointed out by Knud Lundberg, the Danish Olympic star who's been much sought after by the professional teams of various European nations. In his Football Manual, he suggests a simple drill whereby two players stand facing each other three to four feet apart, with one of them having the ball directly at his feet. The latter swings his right hip forward, then reverses and pushes the ball to the right of the other player with the inside of his left foot. This is

practiced many times with both feet (illustrated on page 26, Fig. 1) until it becomes quite mechanical, and then the situation can be varied in several ways. Three variations are listed below:

1. Place three players at the points of a rough triangle, about 15 to 20 feet apart. Have the players begin by simply passing the ball around the triangle with the inside of the foot. When their passes become accurate, instruct them to precede each kick with a hip feint in the opposite direction. Once they've made satisfactory progress with this, reverse the direction of the ball around the triangle so that they learn to use the hip feint with the left instep kick.

2. Have two players stand about 20 feet apart, and place a stake of some sort in the ground behind each. One player passes the ball with the inside of his foot and the other feints with his hips as if to trap the ball to his right, but then reverses and takes the ball to his left, using the inside of his right foot. After dribbling closely around the stake behind him he returns the ball to the other player, who performs the same operation. The players should of course vary the direction of the feint and trap to get practice on both sides.

3. This exercise is actually a variation of the above. Positions are the same and one player again passes to the other. The latter may again feint his hips to one side, say the right, then trap the ball to his left with the outside of his left foot. He then dribbles around the stake in the same manner as in the above drill.

All these body feints are rather fundamental, so that they can be easily taught to most boys. This isn't the case, however, with the next group of feints—the foot feints.

### FOOT FEINTS

As the name implies, this second group of feints depends primarily upon motions with the feet. The first type of feint in this group utilizes a kick across and over the ball, so we may refer to it generally as a cross-kick feint. The basic movement and some variations are described below (Fig. 2, page 26):

1. A player stands with the ball at his feet, with another player, supposedly an opponent, about a yard behind him. The direction in which the ball-handler ultimately wishes to propel the ball is to his rear. The situation might apply to a center forward who, with his back to the opponents' goal, has received a long kick from his halfback and has trapped it dead with the oppos-

(Continued on page 59)





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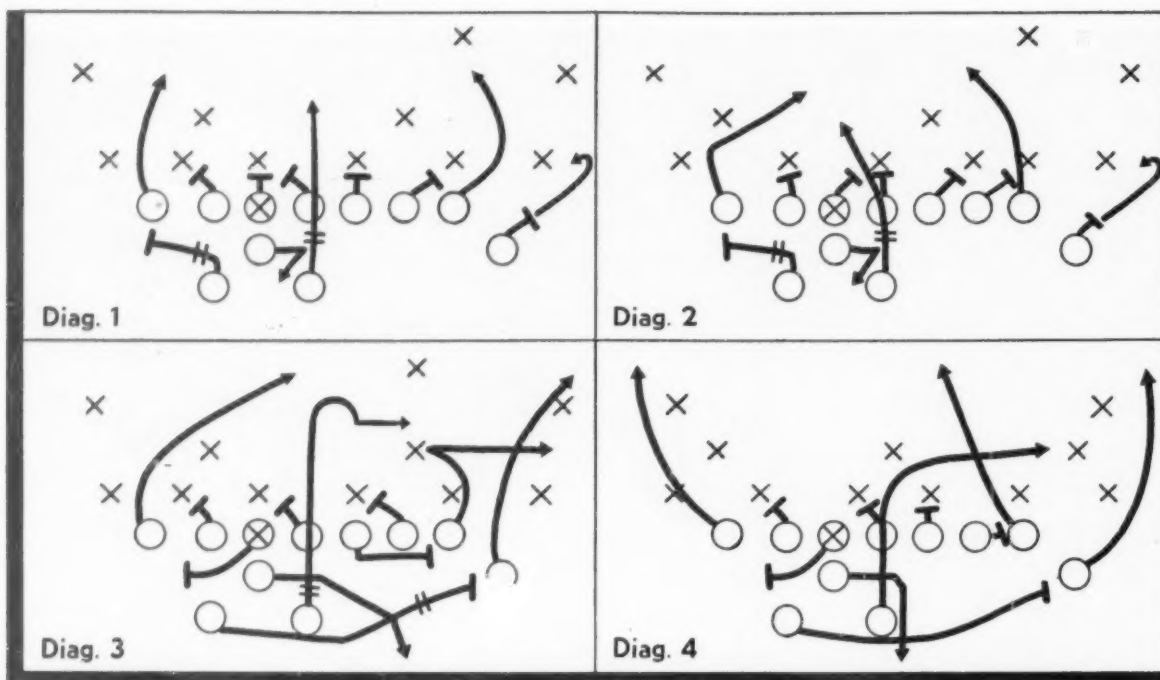
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# Passing from the Unbalanced Winged T

By FLOYD B. SCHWARTZWALDER

Head Coach, Syracuse University

**T**HE Syracuse attack is an original adaptation of the unbalanced-line Winged T, evolved from a single wing. Compounded of the best features of both these systems, it permits us to hit every enemy bastion quickly, deceptively, and powerfully.

A detailed analysis of our running game, showing exactly how we run our plays against varying defenses, appeared in the September 1951 *Scholastic Coach*. At the time, I promised to expound our passing game in some future issue. Though a little tardy in fulfilling this promise, I hope the article will be none the less welcome—and useful.

As you may deduce from the accompanying diagrams, our line is unbalanced and split. In our normal alignment, the left end splits a yard from the left guard; the left guard

splits 10 inches from the center; the right guard splits 6 inches from the center; the inside tackle 10 inches from the right guard; the outside tackle 6 inches from the inside tackle; and the right end splits out a yard.

These splits may shorten or widen, depending upon the defensive alignment and the reaction of the opposing linemen. All this was explained in my first article. Now let's see how we pass from this formation.

We feel that our wingback (who lines up a yard out and a yard back from the end) forces the defense to use three deep men against us at all times, since we can release three men deep.

Our best passes are those that are tied up with our running game. Though we employ a minimum of 15 passes in our over-all offense, we'll

confine ourselves here to our five basic passes.

**Diag. 1, Pop Pass** against an Undershifted Defense. This is a must in every offense in order to keep the linebackers honest. When properly executed, it's always good for three to five yards. And when tied up with the delayed fullback buck, it applies additional pressure on the defense.

E's release on a bow outside-in whenever they find the linebackers inside, as in an undershifted defense. They look for the ball on a definite count, which is adjusted to their speed. If the tackles are jamming, the ends jump back with the snap and drive inside the blocks of the LG and OT, who block out hard and fast with their outside shoulders.

C and RG block hard and low on DRG. The low hard block cuts the guard's legs if he tries to play high and jump up to screen off the QB's vision and hit the ball with his raised hands. C must be alert for the defensive center plugging. If he does, the C slides to the left to pick him up.

IT blocks hard with his right shoulder, driving DLG to the outside to open the hole for FB.

WB checks DLE two counts and then hooks back for the ball no more than two yards beyond the line of scrimmage. He makes an excellent safety valve and is usually open, since the DLH stays back to pick

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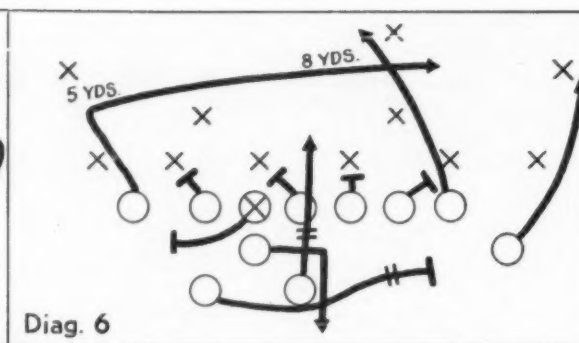
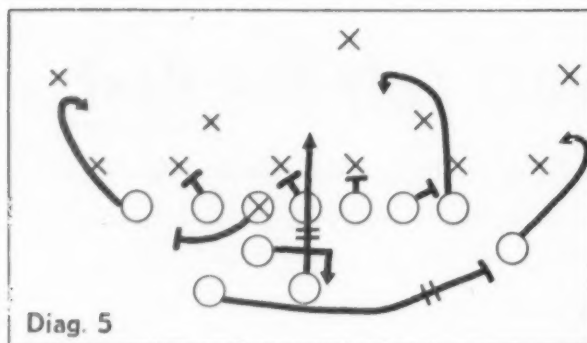
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up the RE. If the DLH comes up too fast, the WB can call for a quicker "hook and go" behind this defensive back.

FB delays slightly, as he does on the delayed buck, then drives into the 8 hole faking the buck. This tends to freeze the linebackers and let our ends get beyond them. The FB must be alert to the defensive fullback plugging. He runs at the hole the fullback sets up to plug.

TB steps up with his right foot to threaten the defensive center, then veers to the outside to pick up the DRE. If the latter is smashing, the tailback will later call for a slip pass into the left flat after he checks the end.

QB pulls the ball back low, stepping well back with his right foot and faking the ball to the FB but using split vision to watch the offensive ends. After the quick fake to the full, the QB uses a slight shuffle step back to get set and comes up high with the ball, throwing it a count ahead of when the ends look for it. The ball thus arrives just after the ends look back.

Most quarterbacks like to jump up slightly on this pass. The low blocking in the line, however, does not make this necessary for a reasonably tall quarterback. If the ends are covered, the QB recovers quickly back and to the right to look for the WB.

We have many variations of this quick pass, such as flooding the backs right or left or sending the

ends out and the wingback and tailback over the middle. The center blocks opposite the direction of the flood.

For this pass to pay dividends, you must work on it some every day. Otherwise the quarterback will lack confidence in it and not call it when the situation demands it. You must be able to call this play as an automatic whenever the linebackers crowd.

**Diag. 2, Pop Pass against an Over-shifted Defense.**

LE may now run directly at DC, fake out, and then push quickly inside off his left foot. In this type of defense, the DC may play only a yard off the line and constantly jam the LE. In this contingency, the latter must unload through him with all his power to prevent the DC from holding him in.

FB may veer either way as he gets to the line of scrimmage. In this case, he may—by veering left—get into position to draw the DC and then, after the LE has caught the pass, screen off the DC by driving between him and our LE.

**Diag. 3, 444 Pass against an Undershifted Defense.** Though a simple pass, this has been very good to us because it fits so well with our 444 run.

LE releases deep through middle LG checks DRT, turning him outside.

C drops off and picks up DRE. RG blocks hard with LG to make hole for FB.

IT steps back with right foot and cross-blocks DLT outside.

OT drives head in front of hard-charging DLG, contacting him with right shoulder and winding up with a cross-body block.

RE drives through DLT, fakes a block at the DF, and starts sharply outside, pushing off the left foot on his third step. He looks for the ball as he cuts outside.

WB releases on an "inside out" banana through DLH.

FB fakes through 8 hole and button-hooks seven to eight yards down field in the "soft spot" in front of safety. He then may shuffle to the right.

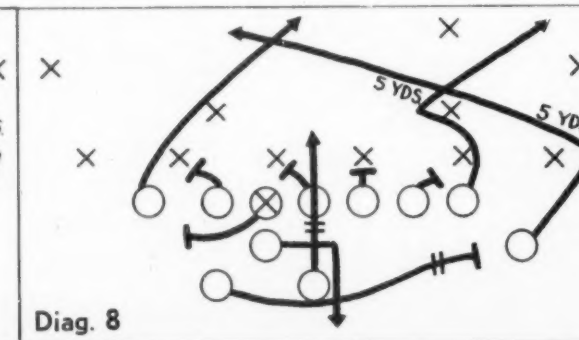
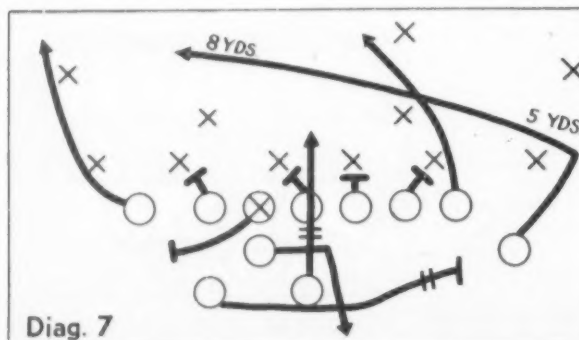
TB takes one step into 4 hole and then angles outside to pick up DLE. If the end drops off, TB continues wide in the right flat.

QB reverse spins and fakes to FB and TB. After faking to TB, he takes an extra step, shuffling into throwing position with his right foot back. He gets set fast and throws normally to RE. If the DFB has covered our RE, the FB is usually open. This pass puts terrific pressure on the defensive fullback.

We block the same way against the overshifted defense. Our LG, RG, and OT still block the same men, even though this time they've moved over on the opponent's nose.

**Diag. 4, Series 4, Split Pass against a 6-3-2.** This is our normal pass against any defense that has only two deep men.

(Concluded on page 58)



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# Feeding the Athlete

By HAROLD L. UPJOHN, JULIA A. SHEA,  
FREDERICK J. STARE, and LOU LITTLE

## *A Scientific, All-Inclusive Report for the Council on Foods and Nutrition*

**D**O athletes have unusual nutritional requirements? What foods should be provided at the training table? What and when should one eat before "the game"?

These and many similar questions continually arise with the onset of football, basketball, track, baseball, the Olympic games, and the many other athletic contests. Unquestionably proper diet for an athlete is of considerable importance, but what is the proper diet?

Every coach or trainer feels he knows from experience and tradition just what is best for his boys to eat. Likewise, most every "nutrition expert" believes he could improve training meals by merely applying common sense nutrition.

The truth of the matter is that few facts are really extant on the subject. Much undoubtedly would be gained by combining the theoretical and empirical points of view of the professor of nutrition, the coach, and the athlete. This we attempt to do in this paper.

At present, many training table diets are regulated principally by "old wives' tales." For example, some superstitious coaches through the years

have felt that milk was bad for an athlete and tea was good for him. So milk is not served, but the athlete can drink all the tea he pleases!

Pork for some reason is sometimes tabooed. Most training tables try to serve as much meat as possible. Beef is the favorite, but the fat must be cut off. Candy is bad; there is to be no drinking or smoking; pastry is out except at dinner; no jelly with your bread, why, "because there's pectin in it!" Above all fried foods are avoided.

These are just a few of the examples that could be given. Each coach has his own ideas and idiosyncrasies about foods, and these, of course, influence the diet of the players. For the most part, this or other lists of prohibitives hasn't a shred of evidence to support it.

Good nutrition is not the sole solution to producing a winning team. But attractive nourishing food in the right amount is an important step in that direction. By combining what is good of the coaches' empiricism with the basic knowledge of scientific nutrition and considering some of the food habits of young men, it is possible to

suggest a good rationale for a training table diet. First, let us consider the actual food athletes should eat.

Feeding an athlete is basically no different from feeding an average citizen. In order to obtain the energy and dexterity necessary for a winning team week after week, an adequate diet is essential not only on days of a game, but every day. Long-term conditioning is important.

In brief periods of very strenuous physical exercise, muscular efficiency depends on energy reserve and training, not on the composition or size of the pre-exercise meal.<sup>2</sup> Yet most of the emphasis these days is placed on what the contestant eats the day of the game. There are no magic foods which produce super power or agility. The same meat, milk, eggs, vegetables, fruits, enriched and whole grain breads and cereals that are fundamental to the health of every person are needed by the athlete.

The energy needs of an athlete are considerably more than those of a moderately sedentary person, even by as much as 100%, depending on the sport and the degree of participation by each person. Hence an athlete must consume enough food so that his energy intake will balance his energy output and so that he will reach or maintain the body weight that he and his coach consider will provide maximum efficiency for a given sport.



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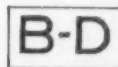
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Each person differs in the exact quantity of food that is required to accomplish this aim, but body weights will tell how you are doing.

A written record of body weights obtained under the same conditions should be kept weekly, not oftener. Most athletes know approximately at which weight they perform best, and coaches have ideas on this too. Desirable weight tables are available,<sup>3</sup> but these deal with longevity, not athletic ability.

By charting weight changes once a week, it is possible to tell if an athlete is getting enough to eat in relation to his energy expenditure. Actually on most training table diets the biggest problem is to prevent undesirable weight gain, which can come only from eating more food than is being expended as energy.

Certain generalities can be made about the kinds of foods that produce the energy required by an athlete. The preceding paragraph implies that no exact number of calories can be prescribed for a given athlete. One may require 2,400 calories while another may require 7,000 calories without changing weight.<sup>4</sup>

A sedentary person requires as much protein food—meat, eggs, fish, cheese, milk—as a very active person, but he needs less fat and carbohydrate. This makes sense when we realize that protein supplies building blocks for growth.

To the extent that athletes through training actually increase their muscle mass, they have an increased requirement for protein. In practice, however, the liberal protein intakes recommended for the sedentary adult are sufficient for these needs as well as the "wear and tear" of replacing old tissue.

The high school athlete who is still growing requires more protein than his adult counterpart. In other words, the high school athlete's protein needs are the same as those of his nonathletic contemporaries.

Protein needs are governed by rate of growth rather than by activity. Generally speaking, proteins customarily supply about 10-15% of the total calories, fat 20-35% (depending on the activity of the person), and carbohydrate the rest, but there are no hard and fast rules on these percentages and considerable variation is possible.

Vitamins and minerals take care of themselves in a good diet of a healthy person which presumably an athlete is. Under ordinary conditions extra salt with drinking water is not necessary if adequate salt is used with each meal. When boxers or wrestlers are

**N**EARLY every coach feels that he knows just what is nutritionally best for his charges. Likewise, every nutrition expert believes that he could improve any team's training meals by applying scientific knowledge. To combine the theoretical viewpoint of the professors with the practical know-how of the athletic mentor, the Council on Foods and Nutrition of the American Medical Assn. asked Dr. Frederick J. Stare, head of the Nutrition Dept. of the Harvard School of Public Health; his assistants, Harold L. Upjohn and Julia A. Shea; and Lou Little, Columbia U. coach, to investigate the nutrition of athletes. Their superb report—a model of clarity and soundness—appeared in *The Journal of the American Medical Assn.* and is reprinted here by special permission.

reducing quickly to "make a weight," it should be done over a period of three to six days. If done more quickly, weakness from lack of food may be an important factor. "Making" a weight is a different problem from the gradual conditioning for a seasonal sport.

Whether an athlete must gain, lose or maintain weight, there are certain foods that he should include in his daily diet. These are: a large serving of a protein food (meat, cheese, fish, or eggs); two or more glasses of milk; a variety of vegetables, especially green and yellow; fruits, citrus daily; and generous amounts of enriched and whole grain breads and cereals.

Milk is not a necessity in the diet of the athlete any more than is any other single food. It is generally easier to plan a well-balanced diet if milk in some form is included in the diet because it is such a good source of high quality protein, calcium, phosphorus, and riboflavin.

For the athlete as for the average citizen, the secret of good nutrition is variety. "Old wives' tales" to the contrary, beef is not necessarily the best and only meat for the training table. Various cuts of lamb, pork, chicken, other meats, and fish will supply much needed variety and equally good food value.

Vitamin supplements have a useful role in medicine, but for the average athlete they are an unnecessary expenditure. All the vitamins, minerals, and other nutritive elements he needs are assured when variety guides the meal plan.

Diversity in methods of serving as well as in foods served is essential if the training table is to fulfill its aim—the provisions of top quality nutrition. At the training table, as elsewhere, food should be carefully prepared and

(Continued on page 79)

<sup>3</sup>Bohm, W.: *Questionnaire of Olympic Coaches and Contestants Tells More "Old Wives Tales,"* *Athletic J.* vol. 18, no. 5, 1941.

<sup>4</sup>Haldi, J. and Wynn, W.: *The Effect of Low and High Carbohydrate Meals on the Blood Sugar Level and on Work Performance in Strenuous Exercise of Short Duration,* *Am. J. Physiol.* 145:403, 1946.

<sup>5</sup>Overweight and Underweight, New York, Metropolitan Life Insurance Company, 1950.

<sup>6</sup>Abrahams, A.: *The Nutrition of Athletes,* *Brit. J. Nutrition* 2:266, 1948.

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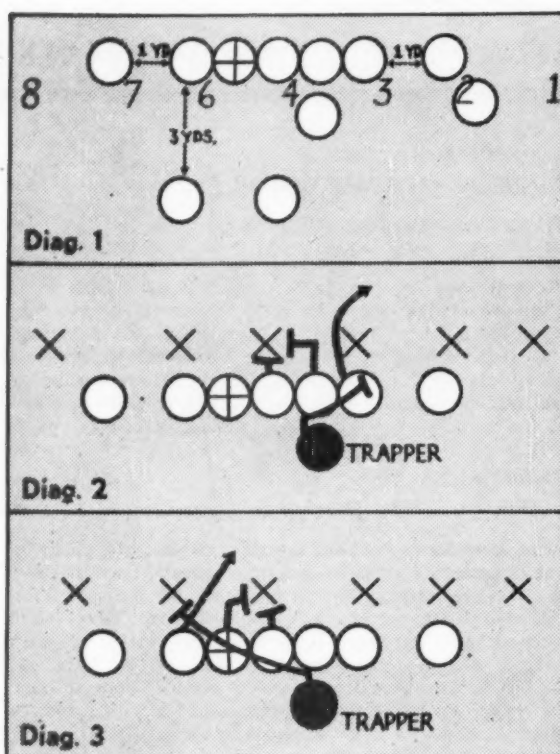
NEW YORK



# Simplified Single Wing

By CARL FALIVENE

Christian Brothers' Academy, Albany, N. Y.



ONE of the necessary elements of a sound offense is simplicity. The easier it is for the blockers to adjust to defensive changes, the better chance they have of carrying out their assignments.

This simplicity may be attained by observing a few simple rules, as a study of the Christian Brothers' Academy attack will attest.

Our single wing is always unbalanced to the right, as shown in **Diag. 1**. We like this standardization because it requires us to teach only one style of blocking for each hole. If we were to run formation left also, our blockers would have to master two blocks for each hole.

We number our holes as shown, according to the offensive positions.

Holes #1 and #8 are wide areas, where we run our sweeps, #2 and #7 are off our ends' right hip and are run in cut-back fashion; #3 is

off our outside tackle's right hip and can be hit directly on drives, hand-offs, or on cut-backs; and #6 and #4 are off the right hips of our guards and are hit on straight drives by the fullback and tailback or occasionally by the blocking back.

We have found that our best gains are made on full spinners into the #3, #4, and #6 holes by the fullback.

The real disadvantage of the single wing is that you have to run so wide laterally before circling the defense and turning up field. But fortunately for us these outside plays can be run very successfully by setting up the defensive ends and linebackers with a strong attack to the inside.

Our blocking is set up in this fashion: To run the holes to the right of the center, we double team at the hole with the pressure going to the

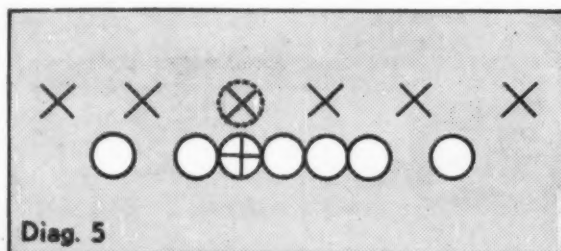
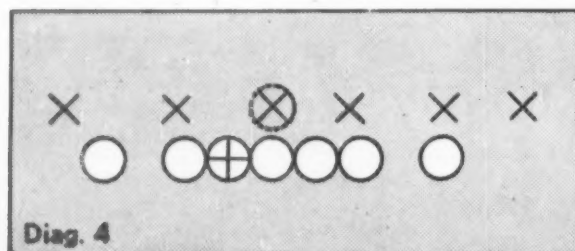
left and trap the first man to the right of the hole. **Diag. 2** shows how we run the #4 hole.

To run holes to the left of the center, we double team the man to the right of the hole with the pressure going to the right, and trap the man at the hole. **Diag. 3** shows how we run the #6 hole.

We have our linemen learn these rules for double teaming. Though most defenses are set up as shown in the diagrams, we must prepare the blocker (doing the trapping) for changes in the defense.

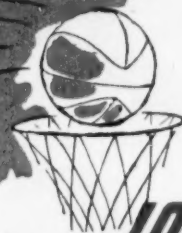
A defense with a man on the offensive right guard is regarded as a balanced defense, since that guard is the middle of our line (**Diag. 4**).

When we trap, we count to the right or left of this defensive man to find the victim. For example, when running a trap over the #4 hole, we trap the first opponent to



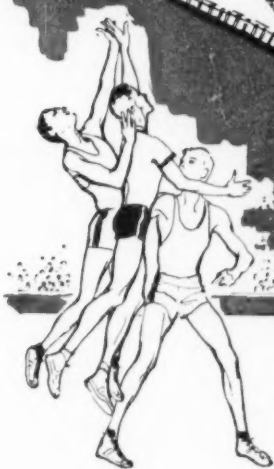
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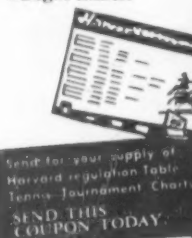
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the right of the man on our guard; when running over the #3 hole, we trap the second man to the right of the man on our guard. Remember, this is with a double team at the hole as shown in **Diag. 2**.

We can run the holes to the left of the center by counting the defensive men to the left of the man on our guard. That is, when running over the #6 hole, we trap the first man to the left of the man on our guard, as demonstrated in **Diag. 3**. As you see, we use the terms to the left or right as we're looking at the defense to our left or right.

Now, if the defense changes to put a man on our center, we call it an unbalanced defense. Our rule of counting to find the man trapped still applies, and we count from the man on our center as shown in **Diag. 5**.

This is the easiest way we've found to teach our blocks. Our boys know where the holes are and which direction the power double team is going. It then boils down to which man is trapped, since our rules for the double team are definitely set.

We always use the same style of blocking—a double team and trap—regardless of the defense. Of course when we run the #1 and #8 holes, the approach is a little different. In our block on the defensive end (the trap), we try to force the man in.

But we still double team the next man in from the end to the inside, just in case our back must cut back.

Since our blocks at the holes are always executed in the same style, we get our deception by the maneuvers of our backs. In addition to our straight plays, those with no multiple ball-handling, we have four series of plays. These series all call for multiple faking or ball-handling. They are the:

**100 SERIES**—fullback full spins only to the tailback.

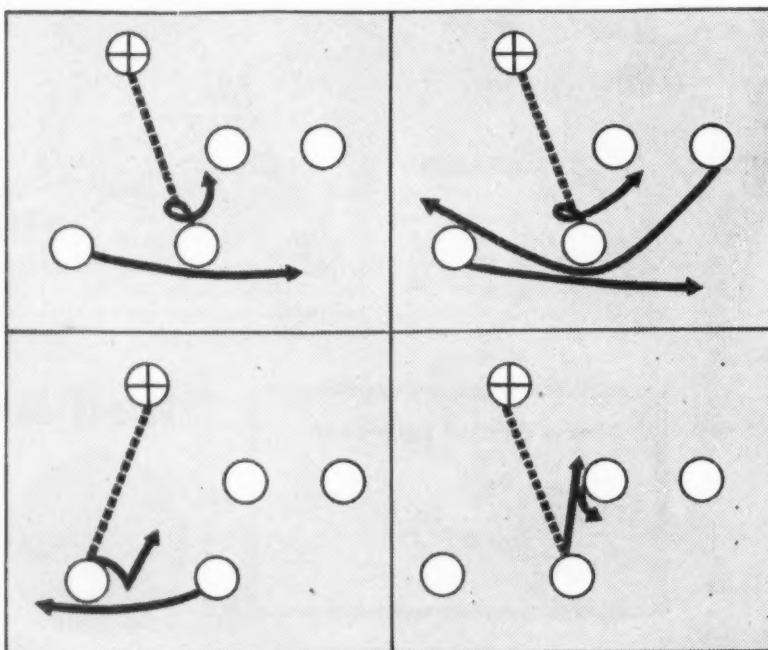
**300 SERIES**—fullback full spins to tailback and wingback.

**400 SERIES**—tailback half spins to fullback.

**21 SERIES**—fullback hands off or fakes to the blocking back who turns and faces him.

Since our holes are numbered on our offensive men, the backs run the same hole regardless of the defense, and the change is made in the blocking. We think that this gives the backs less to think about in approaching the hole, and therefore they won't be slowing down to look for the opening.

This offense may not provide the answers for college play . . . or perhaps for larger high school play. But for the average high school with limited coaching and playing personnel, it definitely represents a sound, potent means of attack.



Christian Brothers' Academy's four basic play series involving multiple faking or ball-handling. Top left, the 100 series with the fullback full spinning only to the tailback; top right, the 300 series with the fullback full spinning to both tailback and wingback; lower left, the 400 series with the tailback half spinning to the fullback; and lower right, the 21 series with the fullback handing off or faking to the blocking back who turns and faces him (commonly known as the buck-lateral series).





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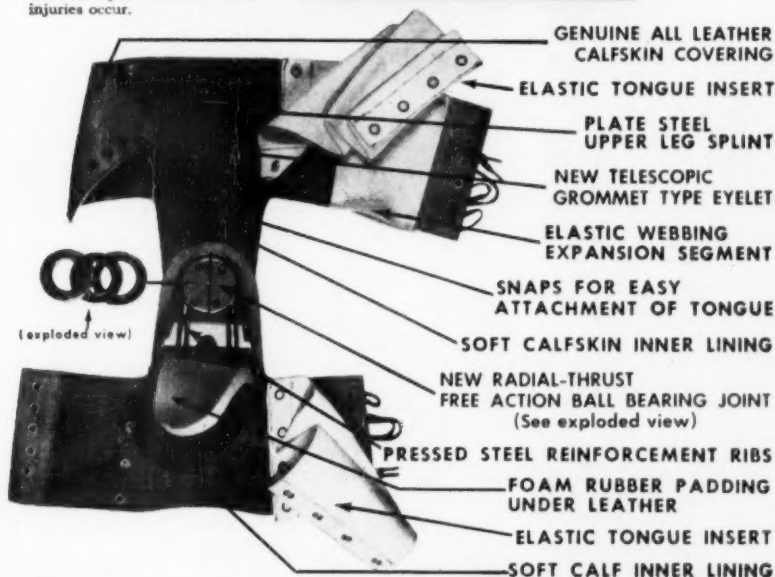
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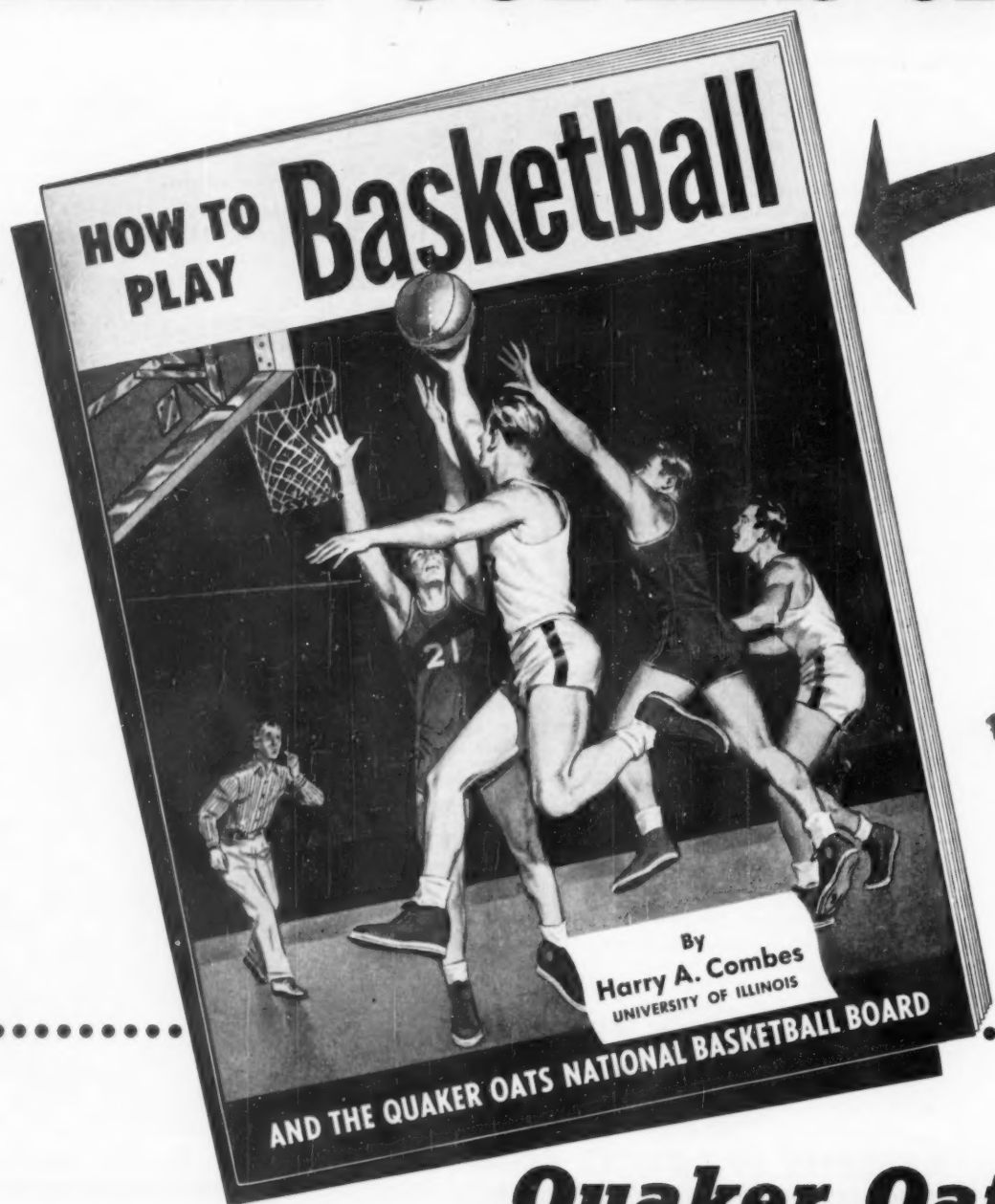
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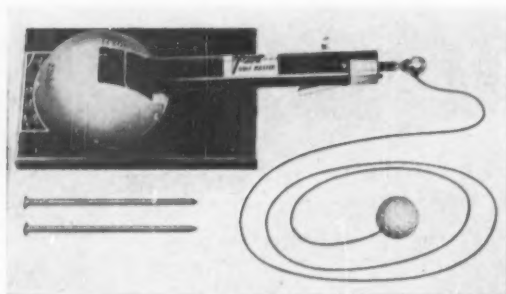
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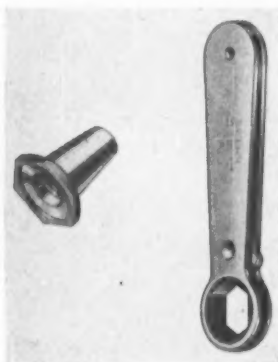


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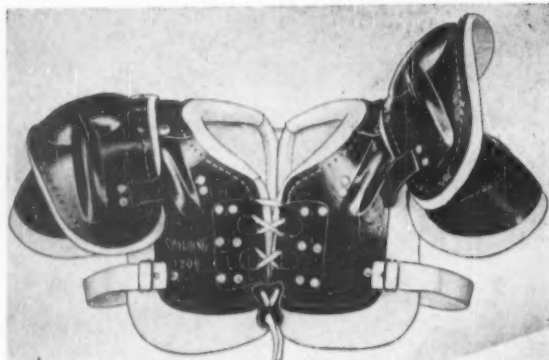
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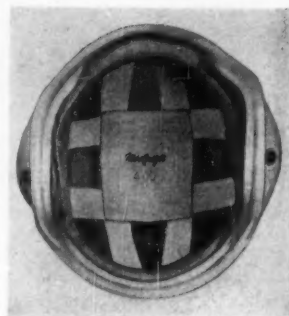
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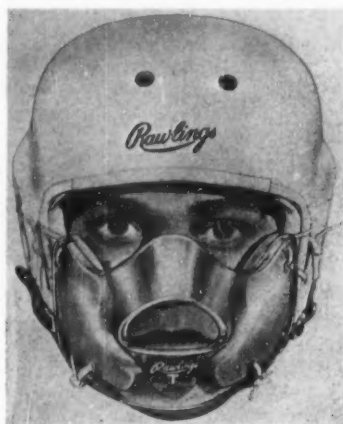
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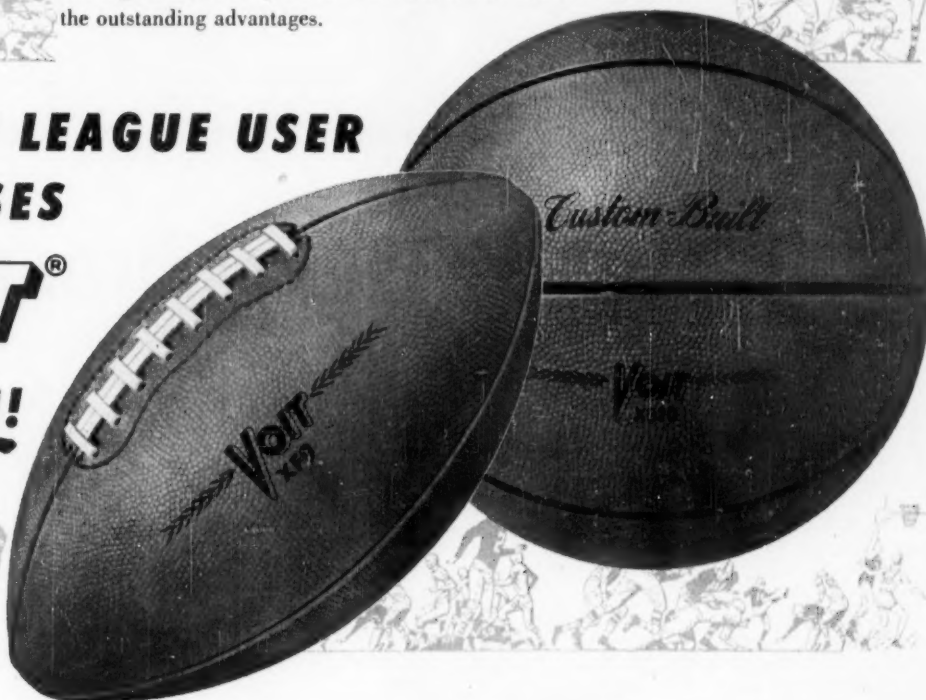
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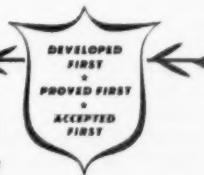
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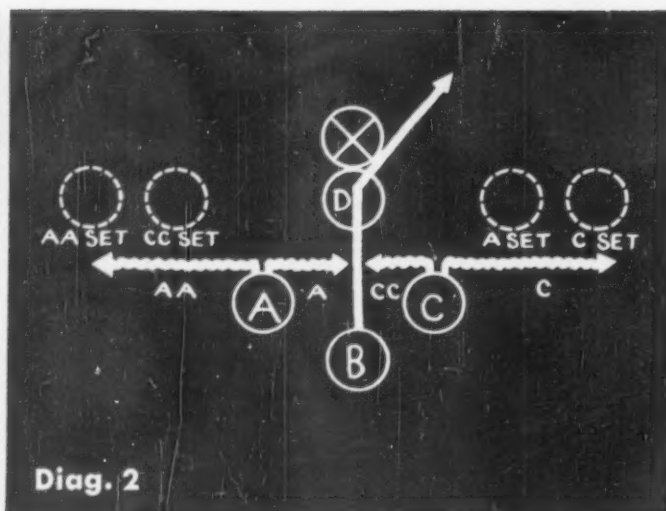
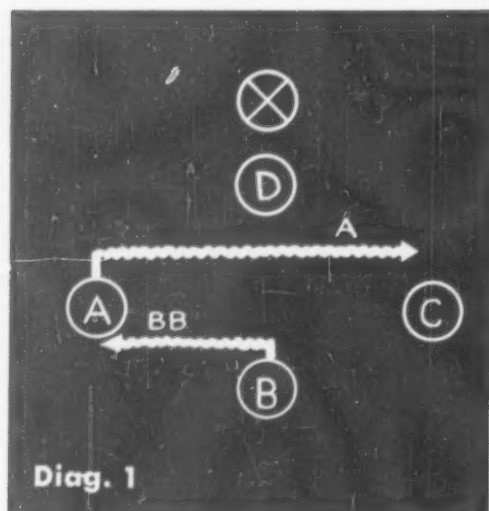
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# Offensive Window Dressing

ONE of the more important facts in coaching life is that your attack will work more effectively if you'll keep rival scouts and defensive quarterbacks guessing by running certain plays different ways every Saturday afternoon.

Upon discerning this fact some years ago, the writer decided to camouflage his attack accordingly. Two thoughts dominated his early thinking. The first was not to take anything away from the speed, power, or deception of the plays being "dressed up." And the second was to fully exploit the individuals not directly involved in the plays.

The first play to be "dressed" was the quarterback sneak. Every time the quarterback would try the sneak, we'd have him run it a different way—with a man in motion, a flanker, with all the backs staying in, or with different combinations of a flanker and a man in motion, etc.

In other words, we never showed the defense what we were "selling" or trying to do. The picture of the sneak they saw never remained the same. The "window dressing" kept changing from Saturday to Saturday.

We've now got the "window dressing" scheme systematized. We use the first four letters of the alphabet to "window dress" our backfield. Our left half is "A," our fullback "B," our right half "C," and our quarterback "D."

When a single letter is called, the

By GENE FETTER

Coach, St. Joseph's College, Indiana

indicated back must go in motion to the right. For example, the command, "A," means that the left half must go in motion to the right, as shown in **Diag. 1**.

When a double letter is called, the indicated back must go in motion to the left. The command, "BB," for instance, will send the fullback in motion to the left, as also shown in **Diag. 1**.

When the command, "A Set," is given, the left half must act as a flanker to the right. "AA Set" would send the left half flanking to the left.

We feel that this system has greatly aided our offense. Take our fullback trap up the middle, for example. We can now run it in a number of different ways, as shown in **Diag. 2**.

The quarterback "window dresses" before he actually calls the play in the huddle. This takes only a fraction of a second. The "window dressing" for the fullback trap play may be A, AA, A Set, AA Set, C, CC, C Set, CC Set, or any combination such as A-C-Set, A-CC-Set, AA-C-Set, and so on.

We've also lettered our offensive ends, X and Y, to embroider our "window dressing," and the quar-

terback can move them in or out to help our attack. However, since this paper deals only with our offensive backfield "window dressing," we won't go into the offensive line phase of it.

Our offensive scheme is based around the use of so-called patterns or "series" by our backs and "blocking rules" by our linemen. We feel that the "window dressing" makes our series and blocking rules work. It's an extra tool that our quarterbacks can use in trying to penetrate the defense. Situations are always arising in which the quarterback can win the game by just moving a few offensive men around.

Many coaches make the mistake of lining up game after game in exactly the same fashion, whether it be the T, single wing, any other formation. We feel that flankers and motion men can strongly influence defensive men and rival scouts.

In summary: The letters A, B, C, and D are used by our quarterback to maneuver our backs to advantage. In some games, the terms are used a great deal; in others, they're hardly used at all. The letters are called in the huddle just before the actual play, taking only a fraction of a second.

Our A-B-C-D "window dressing" provides more fun for the players, definitely has crowd appeal, and makes our offense adjustable to a variety of ever-changing defenses as well as difficult to scout.





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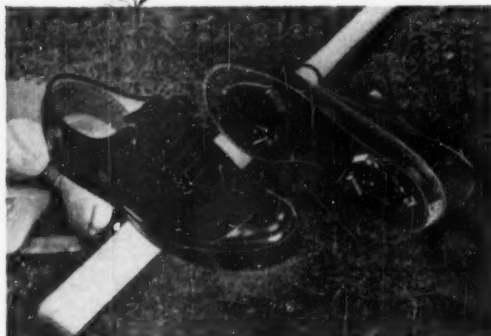
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By BOB NEWLAND

Track Coach, Medford (Ore.) High School

# The High School Budget an Itemized Bill of Goods

## INCOME AND OUTGO FOR HIGH SCHOOL ATHLETICS IN OREGON, 1947-1951

### SCHOOLS OF 500 AND ABOVE

	Income	Expense
Football	\$119,409 (21)	\$116,628 (24)
Basketball	52,627 (20)	46,520 (29)
Baseball	670 (3)	18,217 (25)
Track	550 (3)	13,690 (28)
Others	760 (2)	11,554 (25)

\$174,016

\$206,609

District Aid—\$29,900 (11)

Student Aid—\$22,584 (16)

### SCHOOLS OF 300 TO 499

	Income	Expense
Football	\$50,956 (25)	\$42,837 (24)
Basketball	35,565 (25)	20,844 (24)
Baseball	2,170 (10)	7,588 (23)
Track	475 (4)	4,954 (23)
Others	—	3,330 (14)

\$89,166

\$79,533

District Aid—\$1,750 (5)

Student Aid—\$12,420 (18)

### SCHOOLS OF 150 TO 299

	Income	Expense
Football	\$107,333 (25)	\$102,042 (27)
Basketball	22,054 (24)	15,735 (26)
Baseball	1,750 (8)	6,225 (21)
Track	100 (1)	4,435 (23)
Others	250 (1)	1,075 (4)

\$131,487

\$129,512

District Aid—\$9,490 (12)

Student Aid—\$8,034 (19)

## TOTAL INCOME AND OUTGO

	Receipt	Expenses
Football	\$277,698 (71)	\$261,508 (75)
Basketball	110,245 (69)	83,099 (79)
Baseball	4,590 (21)	32,030 (69)
Track	1,125 (8)	23,079 (74)
Others	760 (7)	15,959 (43)
	\$394,418	\$415,675

**T**HIS study represents an attempt to discover "hidden costs", financial emphasis, fund use, administration, and inequalities in the financial support of athletics among the Class A high schools of Oregon.

A questionnaire accompanied by a personal letter was sent to the athletic directors of the state's 95 Class A schools (enrollments of 150 or more) in January 1952. The questionnaire listed 32 items dealing chiefly with the financial aspects of athletic administration.

A total of 85 completed questionnaires were returned. The first step in the treatment of the data was to classify the schools into somewhat comparable groups in terms of enrollment. Three classifications were arbitrarily set up—large schools (500 students and above), medium schools (300 to 499 students), and small schools (299 students and below).

Their financial picture, in terms of dollars and cents, appears in the accompanying tables. Their answers to the other questions, plus an analysis of the findings, follow.

**Is a tentative budget of anticipated revenue and expenditures set up for each sport at the beginning of the school year?**

43 coaches and athletic directors do not set up such a budget.

39 coaches and athletic directors do set up a tentative budget.

**How are your athletics financed?**

**Large Schools**

9 entirely by athletic receipts.

8 by athletic receipts and student athletic tickets.

4 by the district and athletic receipts.

8 entirely by the district (Portland).

1 by athletic receipts and a Dads' Club.

**Medium Schools**

12 entirely by athletic receipts.

5 by the district and athletic receipts.

4 by athletic receipts and student body fees.

1 by athletic receipts and (20%) by the district.

1 by athletic receipts, school-sponsored drives, and activities.

1 by the district, athletic receipts, and student body fees.

2 entirely a student body function.

**Small Schools**

13 entirely by football receipts.

3 by district-football receipts-basketball receipts.

3 unclassified as to source.

2 by the district.

1 each as follows:

Joint payment from two city parishes and student fee.

Three-fourths district, athletic receipts one-fourth.

Football receipts-carnival.

Each sport self-sufficient except baseball, which is financed by student-body fund.

District-football-student body.

District-carnival-athletic receipts.

Basketball receipts-student body funds.

Football-basketball receipts.

District-football.

Football - receipts - student ticket (50% to athletics).

**If your district helps, how much do you receive from them?**

**Large Schools**

13 schools received funds from the district ranging from \$3,400 (for equipment only, doesn't include travel) per school down to \$200. Eight schools were in the \$3,400 category.

17 schools stated they either received nothing, as far as direct cash outlay was concerned, or received the following:

Field maintenance. (Undoubtedly a district function in all cases.)

Towels paid for.

Insurance.

Deficit payment at the end of the school year (1951-2) of \$1,500.

**Medium Schools**

15 schools answered that the district assumed the following or nothing:

One-half cost of bus transportation.

Insurance for athletes.

Purchase of balls for all sports.

Deficit, if any, at end of year.

Transportation, balls, officials, and lights.

Transportation and \$750.

## AVERAGE GROSS INCOME AND EXPENSE FOR ATHLETICS, 1947-51

Numbers in parentheses indicate number of responding schools. Statistical terms may be defined as follows: Range refers to the spread of scores, the distance from the lowest to the highest. Mode is the score that appeared most often.

Median is the mid-point in the distribution, the point above or below which lie an equal number of cases. Mean is the average score. Since this score is easily affected by a wide range, the Median score is probably a more reliable measure.

### SCHOOLS OF 500 AND ABOVE

Football Income (21)	Expense (24)
Range \$1,830 to \$14,000	\$1,200 to \$12,000
Mode \$10,000	\$2,250
Median \$4,700	\$3,788
Mean \$7,120	\$4,860

Basketball Income (20)	Expense (29)
Range \$700 to \$6,000	\$200 to \$4,300
Mode \$1,200	\$2,400
Median \$2,500	\$2,400
Mean \$2,631	\$1,604

Baseball Income (3)	Expense (25)
Range \$20 to \$400	\$300 to \$1,050
Mode \$450	\$450
Median \$450	\$450
Mean \$729	\$729

Track Income (3)	Expense (28)
Range \$100 to \$300	\$200 to \$1,600
Mode \$300	\$300
Median \$350	\$350
Mean \$651	\$651

Other Sports Income (2)	Expense (25)
Range \$250 to \$510	\$100 to \$2,000
Mode \$100	\$100
Median \$400	\$400
Mean \$462	\$462

### SCHOOLS OF 300 TO 499

Football Income (25)	Expense (24)
\$325 to \$5,000	\$350 to \$4,000
\$5,000	\$3,800
\$1,717	\$1,200
\$1,959	\$1,784

Basketball Income (25)	Expense (24)
\$300 to \$5,000	\$100 to \$3,500
\$1,200	\$800
\$1,200	\$784
\$1,422	\$868

Baseball Income (10)	Expense (23)
\$10 to \$475	\$100 to \$1,200
	\$100
	\$262
	\$329

Track Income (4)	Expense (23)
\$75 to \$150	\$30 to \$1,000
	\$200
	\$150
	\$215

Others Income (25)	Expense (14)
	\$50 to \$700
	\$100 to \$200
	\$200
	\$230

### SCHOOLS OF 150 TO 299

Football Income (25)	Expense (27)
\$200 to \$5,000	\$400 to \$2,500
\$300	\$800 to \$1,000
\$675	\$900
\$429	\$377

Basketball Income (24)	Expense (26)
\$350 to \$3,000	\$400 to \$3,000
\$500	\$300
\$800	\$400
\$918	\$605

Baseball Income (8)	Expense (21)
\$25 to \$700	\$100 to \$700
\$100	\$300
\$182	\$300
\$218	\$296

Track Income (1)	Expense (23)
\$100	\$50 to \$500
	\$200
	\$185
	\$192

Others Income (1)	Expense (4)
\$250	\$75 to \$500

4 schools received aid from the district ranging from \$100 to \$500.

#### Small Schools

8 schools received aid as follows:

Range, \$200 to \$1,700.

Mode, \$1,000.

Median, \$1,000.

Mean, \$874.

2 schools received money and some other form of aid as follows:

Transportation and \$1,000.

District takes football revenue and underwrites program for \$1,000.

Loss for 1951-52 season, \$200.

13 received aid as follows or no help whatsoever:

Transportation (3).

Transportation and medical supplies.

Transportation and cleaning of uniforms.

Transportation and purchase of athletic balls.

Who handles your athletic accounts?

#### Large Schools

16 are handled by faculty members.

8 are handled by central office.

1 each is handled by following:

Office secretary.

Director of athletics.

Faculty member-student manager.

Principal.

Clerk of school board.

School bookkeeper-athletic director.

#### Medium Schools

14 are handled by faculty members.

4 are handled by the principals.

2 are handled by the student body treasurer.

1 each is handled by following:

Principal and athletic director.

Faculty member and bank.

Faculty member and student body treasurer.

School secretary.

School secretary — student body treasurer.

Unclassified.

#### Small Schools

15 are handled by a faculty member.

5 by the principal.

2 by student body treasurers.

1 each is handled by following:

Principal's secretary.

The pastor (superintendent).

School clerk.

Principal-student body treasurer.

Student body secretary.

2 were unclassified.

Does your school budget include

grade school athletics, junior high ath-

letics, or a summer recreation pro-

gram?

#### Large Schools

26 replied no.

4 answered that it included junior

high and eighth-grade athletics.

#### Medium Schools

22 answered no.

2 stated their budget included junior

high athletics.

1 included a summer recreation pro-

gram.

1 included grade school athletics.

#### Small Schools

20 didn't include these items in their

budgets.

4 included junior high athletics.

3 included grade school athletics.

1 each included summer recreation

and frosh athletics.

Cost of student body or activity

card.

	Large	Medium	Small
Range	.50 to \$10	\$1.50 to \$15	\$1.50 to \$11
Mode	\$3.00	\$5.00 to \$3	\$3.00 to \$3.50
Median	\$3.00	\$3.90	\$3.75
Mean	\$3.48	\$3.47	\$4.41

Amount received from student

body or activity card for financing

athletics.

	Large	Medium	Small
Range	.19 to \$5	.50 to \$4	.50 to \$2.75
Mode	\$2.00	\$2.00	\$1.00
Median	\$2.00	\$2.00	\$1.50
Mean	\$2.05	\$2.13	\$1.55

Does each sport buy its own medical

supplies?

#### Large Schools

16 replied that each sport bought its

own medical supplies.

14 replied no.

#### Medium Schools

14 answered yes.

12 replied no.

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## Small Schools

18 answered no (with 1 stating partially by each and other replying that the supplies are purchased from student body funds).

14 replied yes.

## Does basketball pay its own way?

### Large Schools

19 replied yes, with 9 of them professing that they merely broke even.  
4 stated that it's a deficit sport, as follows:

- \$700 (average annual loss).
- \$400-\$500 (loss for 1951).
- \$300-\$500 (loss for 1951).
- \$200-\$300 (loss for 1951).

## Milage allowance for private cars while on athletic trips.

### Large Schools

- 10 paid 7¢ per mile.
- 5 paid 6¢ per mile.
- 4 paid 5¢ per mile.
- 1 paid 7½¢ per mile.
- 2 public carrier only.

### Medium Schools

- 8 paid 7¢ per mile.
- 3 paid 6¢ per mile.
- 2 paid 7¢ per mile (one way).
- 1 paid 8¢ per mile.
- 1 paid 4¢ per mile.
- 1 paid 3¢ per mile.
- 3 traveled by bus only.
- 1 paid for gas-oil only.

### Small Schools

- 13 paid 7¢ per mile.
- 4 paid 6¢ per mile.
- 3 paid for gas-oil only.
- 2 paid 5¢ per mile.
- 1 each reported 10¢ per mile, 7½¢ per mile, school bus only, and public carrier travel only.

## Board and room allowance per individual while on overnight trips.

	Large	Medium	Small
Range	\$5 to \$10	\$5 to \$7.50	\$3.25 to \$7.50
Mode	\$6.50	\$5.00	\$5.00
Median	\$6.75	\$5.25	\$5.75
Mean	\$6.73	\$5.90	\$5.43

### Large Schools

- 6 schools have no overnight trips.
- 3 don't allot any definite amount.

### Medium Schools

- 8 schools have no overnight trips.
- 4 don't allot any definite amount.
- 1 has athlete pay own board and room.

### Small Schools

- 11 have no overnight trips.
- 4 don't allot a definite amount.

## Does district or athletic fund defray cost of lights on football field?

### Large Schools

- 18 districts pay full cost.
- 8 schools pay full cost.
- 3 schools share cost with district.
- 1 school has no lights.

### Medium Schools

- 16 districts pay full cost.
- 7 athletic funds pay full cost.
- 2 districts share cost with school athletic funds.
- 1 school has no lights.

### Small Schools

- 12 districts pay full cost.
- 10 schools do not have lights.

- 2 school athletic funds pay the cost.
- 1 city govt. pays cost.

## Does athletic fund purchase the towels for PE classes?

Large Schools: 27 answered no, 3 yes.

Medium Schools: 27 answered no, 1 yes.

Small Schools: 20 answered no, 5 yes.

## Who pays the cost of athletic insurance?

### Large Schools

- 20 have athlete pay insurance.
- 7 schools share cost with athlete.
- 3 schools pay total cost.

### Medium Schools

- 13 schools have athlete pay insurance.
- 5 schools share cost with athlete.
- 4 schools pay full cost.
- 4 schools share cost with athlete and district.

### Small Schools

- 9 schools have athlete pay.
- 4 schools pay fee.
- 4 schools have an athlete-district arrangement.
- 2 districts pay full cost.
- 6 schools share cost with athlete.
- 1 case each of following:  
School-district pay full amount.  
School-district-athlete share cost.  
Letterman's Club and athlete share cost.

## Are athletic passes given to parents of varsity football and basketball players?

Large Schools: 28 answered no, 2 yes.

Medium Schools: 25 replied no, 1 yes.

Small Schools: All 26 answered no.

## Does your school furnish football shoes?

### Large Schools

- 19 schools answered no.
- 11 answered yes (varsity only), with 4 renting them at following prices: \$7.50, \$3, \$2.50 (used shoes), \$5 (new shoes).

### Medium Schools

- 22 do not furnish shoes.
- 4 schools furnish shoes, renting them at following prices: \$4, \$4.50, \$3, \$3 (used shoes), \$5 (new shoes).

### Small Schools

- 24 schools do not furnish shoes.
- 2 do furnish shoes, 1 renting them at \$5, and other paying \$2 of price and letting athlete keep shoes at end of season.

## Does your school furnish basketball shoes?

### Large Schools

- 24 answered no.
- 2 schools replied yes (game shoes to varsity only), 1 renting them at \$1.50, and other paying half of cost and letting athlete keep shoes at end of season.

### Medium Schools

- 25 schools replied no, 1 yes.

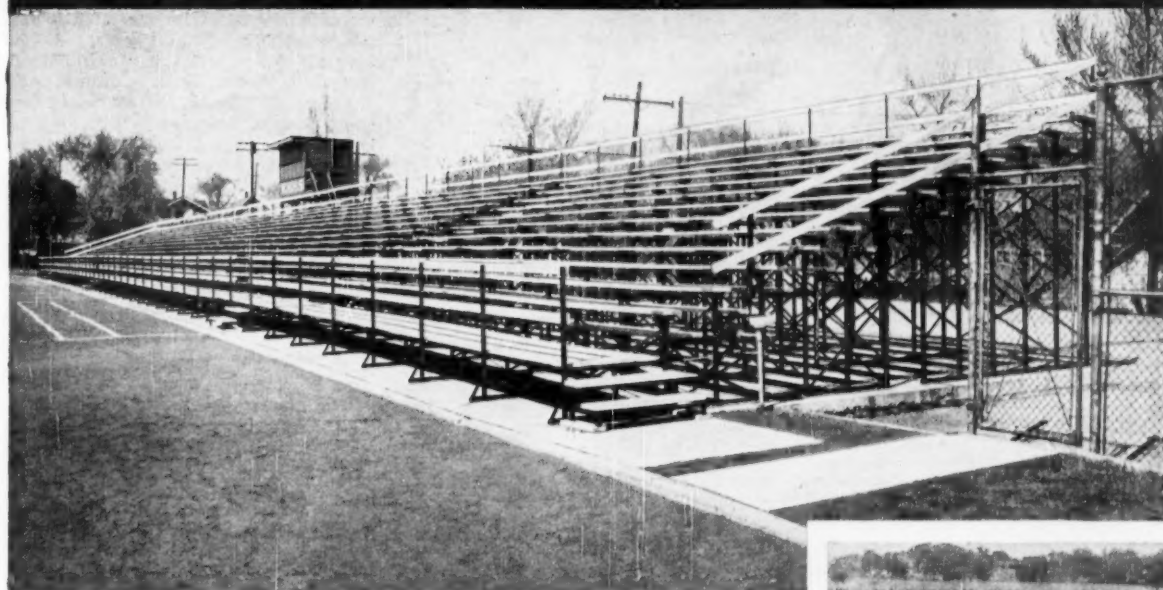
### Small Schools

- All 26 schools do not furnish shoes.

(Continued on page 76)



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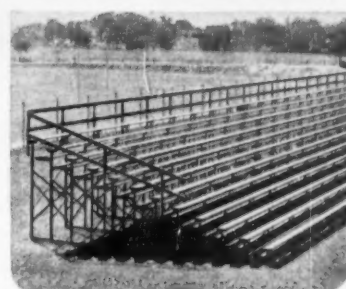


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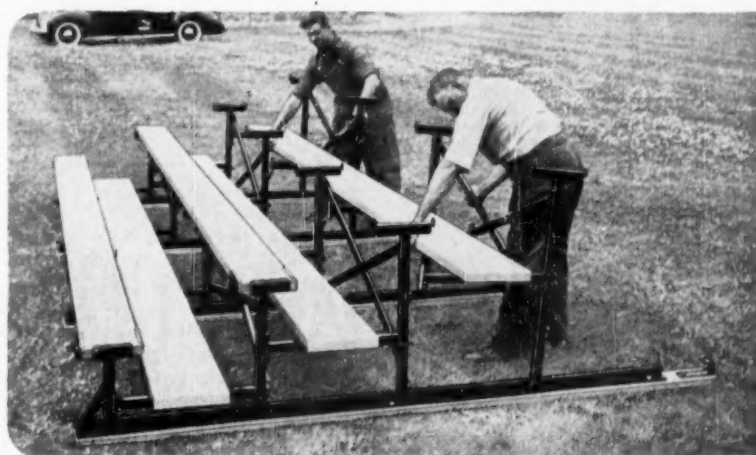


Elevated type (above) has 40" walkway across front. In the conventional type (inset), first row seats are 16" above ground level. Both types provide 18" leg room and 24" front to back per row.

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# COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

**FUMBLE-ITIS** cost Oklahoma the Notre Dame game last year. "We had a lot of trouble holding on to the ball," Coach Wilkinson moaned. "In the first half, our fumbles kept us in the hole and messed up our offense. When we came out for the second half, we had to pause on the steps until our Oklahoma band finished its routine on the field.

"While we were waiting, the Oklahoma drum major threw his baton into the air—and missed it when it came down!

"A nearby fan looked at me and snapped, 'Hah! I see you coach the band, too!'"

**Horace Stoneham** was watching the telecast of a midnight mass when a voice came in to state that the witnessing of a telecast did not constitute fulfillment of a Catholic's obligation to attend mass in person.

The N. Y. Giants' owner, a devout man who shares baseball's growing concern over the encroachment of TV on attendance, nodded agreement, then wistfully murmured, "Gosh, I wish the Giants could come up with a rule like that."

Though he eventually developed into one of the greatest managers in the game, Billy Southworth was something of a showboat when he was right fielding for the N. Y. Giants. One day he cut in front of the center fielder, Al Moore, and missed a one-handed grab for the ball.

Manager John McGraw was furious. "Gee, Mac," said Billy, "I catch those kind of balls nine out of ten times."

"Nine out of ten times!" roared Little Napoleon. "What do I want with an outfielder who fields .900?"

**Jim "Cotton" Tierney** was a noisy, fun-loving big league infielder years

ago. One time he was sitting by his manager watching a rookie outfielder messing up ball after ball. Every time the kid would make an error, Tierney would shake his head and say, "Gosh, that kid's terrible."

Finally, the manager turned to him. "Tierney, you've played the outfield, haven't you?" Tierney nodded eagerly. "Okay, get out there in right field."

Tierney proved worse than the kid. He misjudged one fly ball and let another roll through him for a triple. Upon returning to the bench, he beat his boss to the punch.

"Skip," he snapped, "the kid's got that outfield in such a mess nobody can play it now!"

Following is the sign posted conspicuously in the Browns' clubhouse: "Organization is the art of getting men to respond like thoroughbreds. When you call on a thoroughbred, he gives you all the speed, heart and sinew in him. When you call upon a jackass, he kicks."

**COACH** Ray Eliot of Illinois has hit upon a scheme that may sweep the college football world this fall. It has to do with the problem of limited substitution and how a coach is going to remember whom he substituted when.

On the sidelines at Illinois is a red bench for players who have been substituted for and who cannot return to action for the rest of the quarter under 1953 rules. Eliot tried it out in spring training and everybody was happy with it. He set up a special bench painted red alongside the regular sideline benches. When a player was removed from the game (thus ineligible to return until the next quarter), he automatically took a seat on the red bench. "It was a big help," Eliot reported. "There was absolutely no confusion among the coaches or players."

One minor problem with this setup was quickly solved. Under the rules players who have been in and out of the game in the second and fourth periods may return in the last four minutes of these quarters. Eliot had the officials notify each coach of the four-minute mark, at which time there was a general exodus from the red bench back to the regular benches. This idea may catch on.

—Sport Magazine

Though he no longer coaches sports, W. A. Lerner, superintendent of Sutherland (Nebr.) public schools, tells us that he still enjoys reading *Scholastic Coach*. He believes he's the only basketball coach who ever coached an all-cousin five. That was the Royal (Nebr.) H.S. varsity of 1929, featuring Jim Reece, Dale Holm, Glenn Rundquist, Wilson Curtis, and Fremont Curtis.

So far as we know the four greatest high school football winning streaks that will be put on a line this month are:

47 in a row by Sikeston (Mo.) H.S.  
43 in a row by Morenci (Mich.) H.S.

39 in a row by Willow Springs (Mo.) H.S.

37 in a row by Bolivar (N.Y.) H.S.

The history teacher of Will Rogers, Jr.'s young son asked the class to write the names of the nine greatest living Americans. After a while, she noticed that the Rogers boy appeared to have struck a snag. "Having trouble picking the nine greatest living Americans?" she asked little Clem.

"Not exactly," he replied. "I've got eight names all right—but I can't think of a third baseman."

**Status quotes**, via *Baseball Digest*: Tom Meany, *Collier's* sports editor, on observing two Japanese baseball writers at the All-Star Game: "I wonder how the Japanese describe a Chinese homer."

A Nashville pitcher, asked if he thought the Southern Association ball is livelier this year: "It's so lively I feel it breathing when I hold it."

Casey Stengel, explaining Satchel Paige's success: "He throws the ball as far from the bat and as close to the plate as possible."

Earl Torgeson, when asked how he sprained his foot: "Aw, I stepped into one of Musial's base-hit holes over in St. Louis."

*NBC-TV is your "season ticket" to these top gridiron contests . . .*

**SEPT. 19** NEBRASKA vs. OREGON

**SEPT. 26** DARTMOUTH vs. HOLY CROSS

**OCT. 3** CALIFORNIA vs. OHIO STATE

**OCT. 10** TEXAS vs. OKLAHOMA

**OCT. 17** ALABAMA vs. TENNESSEE

**OCT. 24 \*** PRINCETON vs. CORNELL

\* MISSISSIPPI vs. ARKANSAS

\* ILLINOIS vs. SYRACUSE

\* IOWA vs. INDIANA

**OCT. 31** MINNESOTA vs. PITTSBURGH

**NOV. 7 \*** FLORIDA vs. GEORGIA

\* S. CAROLINA vs. N. CAROLINA

\* NORTHWESTERN vs. WISCONSIN

\* KANSAS vs. KANSAS STATE

**NOV. 14** MICHIGAN STATE vs. MICHIGAN

**NOV. 21** U.S.C. vs. U.C.L.A.

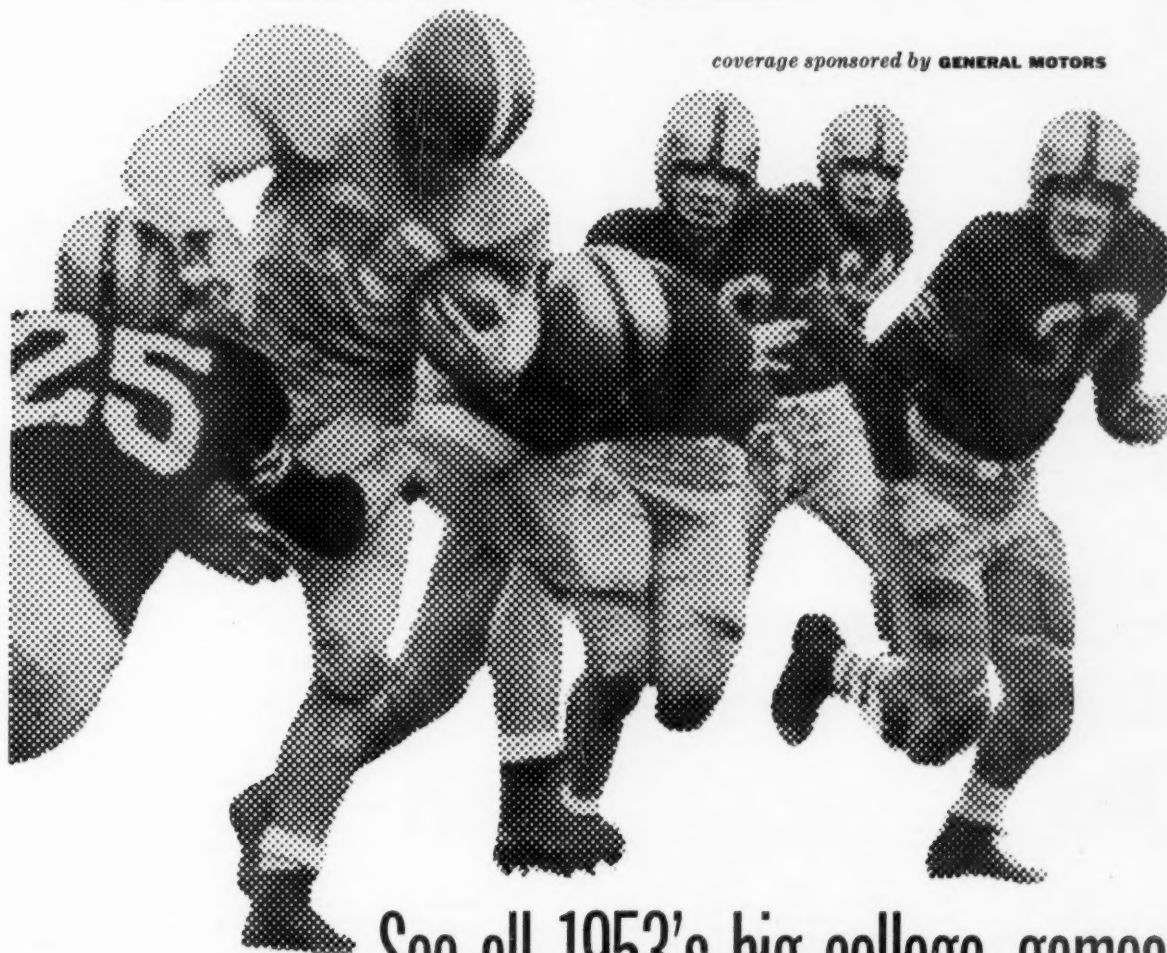
**NOV. 26** (*Thanksgiving Day*) UTAH vs. BRIGHAM YOUNG

**NOV. 28** ARMY vs. NAVY

**DEC. 5** NOTRE DAME vs. S.M.U.

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In fact everyone concerned with school athletic programs should be informed about the products Stewart produces for playgrounds and gymnasiums. Here are a few:

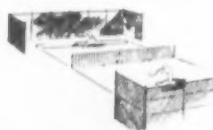
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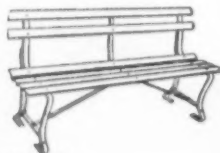
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During World War II, Mr. Meade was Skinner's liaison on special fabrics with the Army and Navy; and has also contributed greatly to the development of colorful uniforms.

Before ascending to the presidency of the Pacific Coast League, the late Harry Williams was a baseball writer who featured a nice turn of phrase. His all-time dilly appeared after a tough 1-0 Los Angeles defeat. The losing hurler happened to have initials that read like a three-letter word pertaining to a prominent rear part.

To describe the zeal with which the pitcher hurled, Harry wrote: "Mr. .... pitched his initials off yesterday as our Angels went down to defeat 1-0."

Rufus Hooks was one of the most colorful catchers ever to play for the Chattanooga Lookouts. One afternoon the Lookout pitcher began complaining that Hooks couldn't hold his delivery.

Rufe finally blew his top. "Looka here," he warned the pitcher, "If ye don't git off'n me I'm gonna git amongst ye."

When the Toledo management chose the nickname "Glass Sox," fans wrote in that the nickname didn't make sense. Ridicule left the front office embarrassed and angry. In the midst of the controversy, the club received the following telegram: "It's never too late to change. (Signed) CHRISTINE." A few days later the word, "Glass," was dropped from the nickname.

## Unbalanced Winged T Passing

(Continued from page 34)

The QB watches the left deep man and throws to the receiver he doesn't cover. It's difficult for any man less than seven yards back to cover either of our two ends or our WB.

The pass protection is the same as 444, though the outside and inside tackles may now block straight-away. The FB may go to any spot, but we normally send him to the short right flat as a safety valve.

This pass is good against a 6-2-2-1 only if one of our receivers can lick one of the defenders by outmaneuvering him to a certain spot.

**Diag. 5, Series 4, Split Pass, All Hook.**

Against a 6-2-2-1, we use this mostly as a hook pass. We can hook any or all the receivers. The QB simply calls Series 4 split pass, "all hook," or any combination of men hooking, such as Series 4 split pass, left end and WB hook, etc.

We normally hook at eight yards, braking on the inside foot, planting the outside foot, and then stepping back to the inside. The QB throws the ball hard at shoulder level, throwing a count ahead of the hooker. The ball gets there just after the receiver has turned.

**Diag. 6, Series 4, Split Pass, Left End Over.**

The LE runs straight at the DRH for five yards and then angles across to the right, getting slightly greater depth until he passes behind the RE's path at a depth of eight yards.

This makes a good flood pass. Our QB watches the safety.

**Diag. 7, Series 4, Split Pass, Wing-back Over.**

The WB runs at the defensive left halfback for five yards and then angles across, getting greater depth until he's eight yards deep as he crosses the RE's path.

The QB looks for the WB as soon as he cuts. We find he's open early; and if our protection is good he'll be very much open as he crosses over into the DRH's zone, since the latter must cover our LE while the safety covers the RE.

**Diag. 8, Series 4, Ends Right, Wingback Over.**

This gives us another good flood pass. In this case, however, if the DLH reacts too fast covering our WB, the RE may well get outside and behind the safety. If they switch and the safety calls it late, the RE will be too deep for the DLH to pick up.

The LE is an excellent receiver on this pass, whether the safety moves out to cover the RE or comes up to cover the WB. Again, if our protection is good, the WB will normally get even more open later on than in Diag. 7.

This is a sample of the variations that may be effectively run from one pass. We find our boys can learn a given number of variations from one pass easier than they can a like number of separate passes. We also find that we execute the simple variations more effectively than separate, more complex patterns.

## Feinting in Soccer

(Continued from page 30)

ing center halfback directly behind him. Circumstances are such that he must somehow get the ball around his man to pass to the charging wings or, if necessary, to dribble himself.

The motion is actually quite simple. First, the player moves his right foot as if to kick the ball with the inside of this foot. Instead of meeting the ball, however, he passes over the top of it, plants his toe to the left of the ball and pivots around on it, at the same time nudging the ball with his left instep. While he's faked his opponent to the left, he's actually taken the ball around his right side. This should be practiced on both sides for perfection. Fullbacks and the center halfback may also find this feint valuable. When in possession of the ball near their own goal, which they are facing, they can fake a pass to the goalie and clear the ball via the outside, or vice-versa.

2. Here the same motion is used, but the circumstances are different. The player is dribbling the ball toward his opponent, feints as if to attempt to pass on one side, but instead passes on the other. Here are the mechanics of the play: While allowing the ball to roll in front of him in approaching the opponent, the player crosses one foot over the ball, pivots slightly on that toe and plays the ball with the other foot. This feint is often used because of its effectiveness. It may be incorporated into the dribbling drill in which the player zig-zags through a series of stakes driven in the ground. At the first stake the player crosses his left foot over and passes to the right of the stake, at the second stake he crosses his right foot over and crosses to the left, and so on. It may be advisable to move the stakes a little farther apart than usual for the simple dribbling drill.

3. This feint is executed in the same manner as the previous one, except that after the cross-over has been made, the ball is kicked or pushed forward by the outside of the crossed-over foot. Such a play may be used by a wing who wants to pass the ball around the outside of his fullback and cut to the inside of the man to retrieve the ball. This is a very simple but effective play often used by good wing men. Ordinarily, the ball may be kicked to the outside of the man with the inside of the foot. But, in close quarters—



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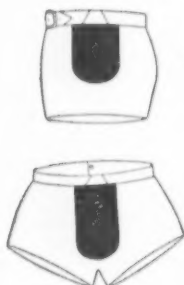
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that is, where the two players are playing very close to the sidelines—it may be necessary for the wing to feint his man a bit to the inside to leave room for his pass.

Let's take a right wing, for example. As he approaches his opponent while dribbling, he decides that he must attempt to beat his man since none of his teammates is open for a pass. He has reason to believe that the fullback will fall for the trick outlined above. But since the fullback is so close to the sideline, he fears that a ball passed by him on the outside would roll out of bounds before he could play it again. Therefore, just before getting to the man, he crosses his right foot over the ball. This tends to bring the man in toward the center of the field. Then the wing flicks the ball to the outside with the outer edge of his right foot and wheels around the left side of the fullback. The same feint may be used to throw a defense man off-balance so that an unusually short pass will succeed.

### THE HEEL-KICK

The next group of foot feints depends again upon passing over the ball, but in a plane extending in the same direction as the path of the ball, rather than crossing over. Probably the most fundamental form utilizes a heel-kick in conjunction with it. This is described below:

1. This exercise can be done with either a dead or rolling ball. The player simply fakes a kick directly ahead, but instead passes his foot over the ball and brings his heel or perhaps the sole of his shoe against it, sending it to a waiting teammate in the rear. A good drill for this particular feint is to have a line of five or six players, spaced about 10 feet from one another, run up the field in single file. The leader dribbles for a few yards, then feints a forward kick and back-heels it to the player behind him, who does the same. The last man merely stops the ball dead after his feint, shouts a signal, and all of the players reverse direction.

2. The feint described above can be varied by making the false kick much harder, as when shooting at the goal, hopping on the other foot once or twice to keep up with the ball, and then playing it again at your discretion with the feinting foot. Sometimes this proves very effective for a forward who's approached within shooting range of the goal and wishes to get the goalie or a lone defense man to commit himself.

3. The third feint in this category has already been described in the



introductory paragraphs. It consists of a false motion of reversing the ball while dribbling, but bringing the foot back over the ball and propelling it ahead again with the same foot. When executed correctly, this is a fast feint, since at the conclusion of the faked backing motion the body tends to be leaning far forward in an ideal position for a quick burst of speed. This feint can be added to the drill on the heel-kick feint.

#### CHARGING THE BALL

1. Occasionally on a low, hard cross from the wing, we will see the center forward charge the ball as if to blast it right through any defenders in his way. However, he hops in the air as he makes the kick, allowing the ball to roll under his feet to a teammate who has a better angle on the goal—while the defense men are doubled up anticipating the blow from the center's foot. This is an example of a feint so simple as to need little or no practice, yet which has succeeded in changing the score of many a game.

2. A play frequently used by wing men when receiving a long, rather slow pass is to charge it with the fullback in full pursuit. The wing, instead of playing the ball, opens his legs at the last moment and allows the ball to go through. Since the fullback will usually be playing a bit to the inside of the wing, the ball passes him by also, and by the time he can jam on the brakes the wing has caught up with the ball and is on his way toward the goal.

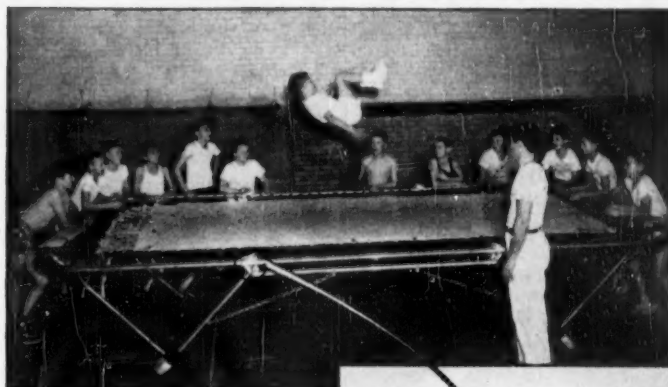
3. Using exactly the same principle as in the preceding illustration, a player may fake out his opponent when a high ball, such as from a goal kick, comes toward him. He may charge it as if to head it, but purposely miss or overshoot it. The opponent, who has followed along, finds himself left behind when the first player quickly reverses.

Though it's preferable to practice feints with other players and in organized drills, much of the mechanics can be mastered by use of the kicking wall, which every organized soccer squad should have available. Some of the feints don't lend themselves readily to drills, and consequently, the wall may provide the only means by which they can be practiced, other than in actual scrimmages.

If your players are able to master just the most fundamental of the feints outlined here, and are kept ever mindful of their role in the total game situation, they should help improve your team performance in games to come.

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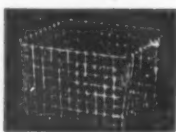
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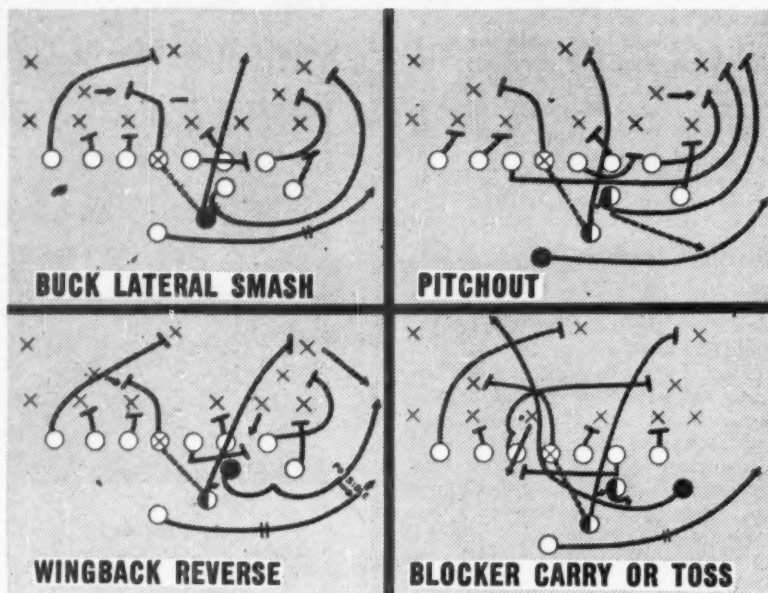
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## SEQUENCE 4



## Sequence Your Plays

(Continued from page 12)

that all the backfield movements are the same in each series and that very few changes are made in the line play.

**Sequence 4** shows the regular buck-lateral sequence from the single wing, with the fullback receiving the snap and driving over the reversed quarterback.

Many quarterbacks, upon going into a huddle, look over the defensive line and then call the play accordingly. After leaving the huddle, they'll often call out the defensive alignment as a signal to exchange blocking or to replace the original call with an "automatic."

The former is a waste of time, since smart teams will purposely show a defense which will change at the last second. The automatic play change is good football, but the quarterback still has no way of knowing whether the set line will slant, loop, fall off, etc.

During the past 15 years, most rule changes have placed restrictions on the offense. For example, no member of the offensive team may be in forward motion before the ball is snapped. Yet no restrictions are placed on the movements of the defensive team. The defense regards the offensive men, especially backs, as flowers in a garden, which must remain there indefinitely. Naturally, the defense is keyed

off by such standard deployment and limited movement.

Now, if the offense can add enough deception to drastically transform its set pattern into an entirely new arrangement, the defense will then inherit the difficulties it currently places on the attacking team.

By working with sequence series, quarterbacks can save valuable time in huddles, get in more plays per game, and avoid all the guess-work and confusion of studying defensive adjustments. They'll always have an immediate play ready, plus that vitally needed "command" of the huddle.

This deception, like the good mystery thriller which maintains the "who-done-it" suspense to the final chapter, must be a heavily delayed action. The longer the delay, the better the results.

Like the mystery book, the offense weaves together each movement of these delays into the successful and unexpected break-away play.

These delays of movement create surprise and confusion among the defense, tending to hold up a proper counter to the strategy. The offense knows what should happen. The defense must spend time finding the answer.

In building an offensive around sequence plays, we must be careful to make each one look alike at the

start. To meet this requirement, we must make the blocking similar in as many spots as possible. This eliminates the teaching of the numerous blocking assignments necessary to cope with 4-, 5-, 6- and 7-man lines, so difficult for high school youngsters to master.

I feel that the better method is to convince opponents that a certain play will definitely hit at a certain spot . . . and then, with all initial actions pointing toward such a move, direct the play to weakened areas made possible by the deception.

There are those who'll argue that offenses built on the sequence theory tend to waste plays—that too much time is wasted on "trick plays" for long gainers.

To this I reply, that regardless of any offensive style adopted by a coach, we must not forget that every play is essentially a "trick" play. The object of every play is to deceive the opposition as to where it will hit, at what moment it will be sprung, and the pattern it will follow.

Every play is designed to gain. If it doesn't, nothing is lost. The mere stopping of the play means that the defense is reacting exactly as you had hoped, and that the next one or two in the series will find the defense using the identical strategy. It is then that the sequence plays will pay off.

In writing on "Blocking Walls" in a previous article, I mentioned that the real threat of the T in 1940 was the "all the way" strength of the quick hit. Then came the quick pitchout set up with the fake of the quick hit, and then a new cycle of delayed plays working off a combination of both.

#### HEAVY WITH DELAYS

Today's offenses are getting heavier with these delays . . . and the longer the delays, the more successful the plays. Most of these maneuvers are sequenced to slow up line-backers—as many as five of them, who are adept at plugging quick hits, slants, and pitchouts. These are the boys who must be fooled; and the long delays of sequenced plays appear to be the immediate answer.

In the great success of the Split T, we find these delays sequenced between the long held ball of the quarterback in his keep or throw option, the last second pitchout to a trailing back, plus the delayed pass by these deep backs.

The single wing attack uses the sequence pattern in the ever popular "buck-lateral" series, while the straight and flanked T make heavy

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In conclusion let me repeat that a "sequence system" will bring results if:

1. They are designed to be used without wasted attention on continually changing defenses.
2. They are built with initial deception that forces the commitment on the defensive team.
3. That each play is patterned to gain ground rather than set up another play.
4. That the blocking assignments aren't radically changed in the various sequences.

## Split T Quarterbacking

(Continued from page 9)

across the line. He approaches the end as if he were running the option play. He then plants his right foot and makes a 90° turn into the line. This play takes a lot of practice to get the correct timing.

**OPTION:** If you're planning to install the Split T this fall, you're probably worrying about how to make the option play work. The option, or keep, play is a nemesis for many a budding Split T quarterback. However, if you have any illusions about having a first rate split T team, you must have a Qb with option know-how.

First off, you must instill in the Qb the desire to eliminate the defensive man assigned to cover him, either by a superb faking job or by being tackled as he laterals the ball off to the halfback. Many Qb's who try to run the option play "freeze" as they are about to be tackled and either fumble or throw a poor lateral.

Then, too, many will make it a personal duel with the end and try to be a broken field runner while running laterally on the line of scrimmage. The Split T Qb must be a cold, calculating fellow well-versed in the ways of eliminating defensive ends.

Here briefly are some of the most important details that are taught Maryland Qb's in regard to the option play.

When the option play is called, the Qb should move past the hand-off spot as fast as he can go, then come under control and look at the defensive end. By "coming under control," we do not mean to stop, but rather to slow down enough to control his movements.

If the defensive end is playing a

loose waiting game, the Qb wants to move toward him fast. This will force the end to commit himself quickly and not be able to spread the play out. If the defensive end is playing a crashing game, then the Qb should be prepared to get hit quickly and make a fast lateral pass.

What's the defensive end going to do? Is he going to play me or is he going to stop the pitchout to the halfback? This is a question we try to solve at Maryland by telling the quarterback to look at the end's feet as he moves out to eliminate him. If, as the Qb nears the end, the latter's feet are pointing toward him, then the Qb should lateral off to the halfback. If the defensive end's feet are pointed parallel to the sideline, the Qb should make a good fake to the halfback and keep the ball, cutting away from the end with a 90° turn.

As your Qb becomes experienced with the different styles of defense, he will come to anticipate the style of end play more quickly.

One of the hardest jobs to teach a Qb is how to get the ball away when being tackled by the defensive end. The Qb should lower his shoulder, drive into the end, and as he feels pressure turn his hip and side into the tackler and release the ball with a snap wrist action, keeping his elbows into his sides.

Once the ball is lateralled and the defensive end has made a quick recovery but is still in contact with the Qb, the Qb should, as the ball is released, slide into him and take him with a body block. If the end is far out of the play when the ball is pitched, the Qb should turn downfield and become a blocker.

Plant in your Qb's head the idea that he wants the defensive man to tackle him. Don't let him get discouraged after absorbing a few hard bumps and throwing some poor laterals. Practice makes perfect.

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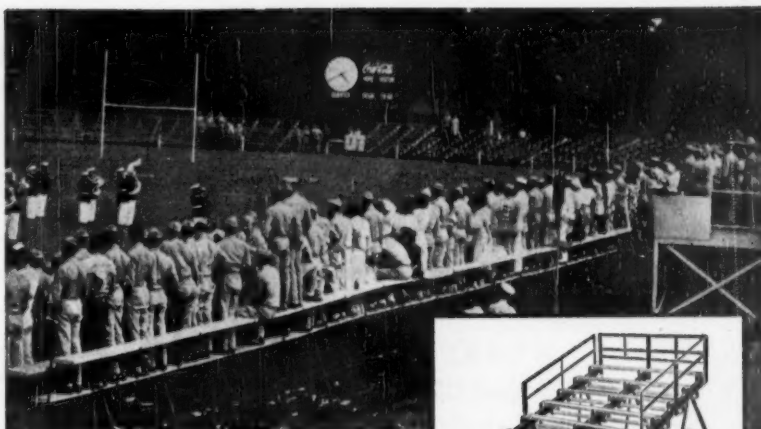
*Pole Vault*—13' 11½", Ronald H. Morris, John Burroughs Sr. H.S., Burbank, Cal.

*12 lb. Shot*—62' 5¼", Donald S. Vick, Chaffey H.S., Ontario, Cal.

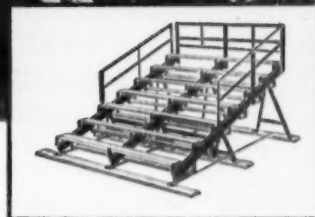
*880 Relay*—1:27.6 (ties mark), Manual Arts H.S., Los Angeles.

*One Mile Relay*—3:21.2, Lyons Township H.S., LaGrange, Ill.

*Two-Mile Relay*—7:56, Bellflower (Cal.) H.S.



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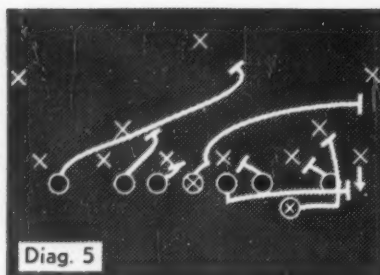
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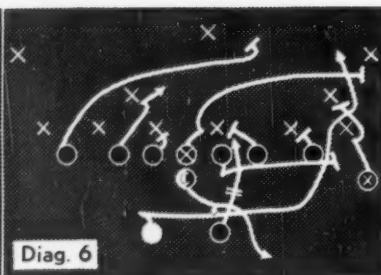
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Diag. 5



Diag. 6

## Penn State's Wing T

(Continued from page 7)

The maneuver of the A and B backs may be as illustrated in **Diag. 2** (versus a loose 6) or **Diag. 3** (versus a tight 6). You will note that the plays employ single blocking and the pulling of one guard only. We do this whenever possible, for we like our backs to get there fast enough to

beat the second guard to the hole. If we cannot make the single block, we will double-team with the X and end and pull the second guard. We call this "resort" blocking.

The assignments for the off-tackle blocking on either side with the X back in position to block are as follows:

**X Back:** Take the third man in including the backer-up. If you can't get the third man, call "X"

and change assignments with the end (**Diag. 5**).

**R. E.:** Take the second man in including the backer-up. If you hear "X" from the X back, block the first man down the line.

**R. T.:** Take the third man from the end of the line unless he's beyond your guard. If so,

drive through the inside leg of the man head on and go through to the nearest backer-up you can get.

**R. G.:** Pull and take out the man on the end of the line.

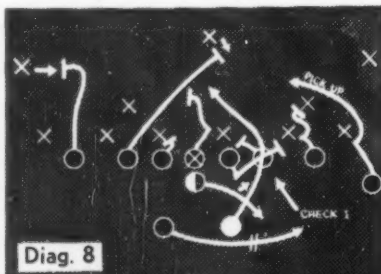
**Center:** Take any man head on in the split between you and the hole. If no one is there, go through and take out the H. B. in front of the play.

If you will check these assignments with the blocking shown in **Diags. 2-5**, you will note that the above instructions give you all the adjustments and assignments for off-tackle plays against various defenses.

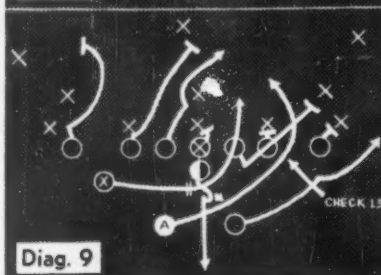
If the X back is flanked away from the off-tackle hole, the assignments remain the same except for the end and the X back. In this case, the end takes the second man from the end of the line. Note that he doesn't consider line backers when



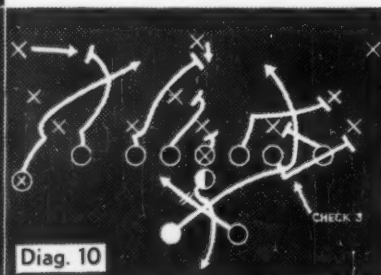
Diag. 7



Diag. 8



Diag. 9



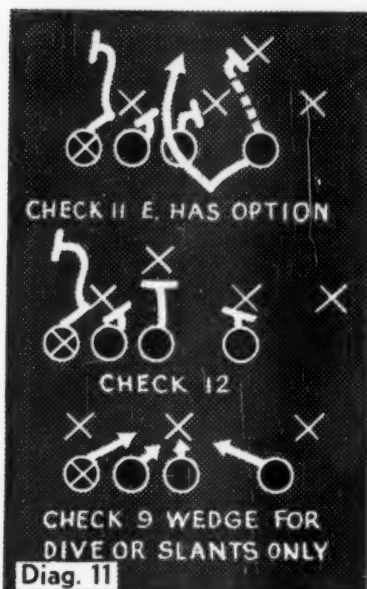
Diag. 10



X is gone. The X back fakes the end and clears the hole. (See Diag. 6.)

The quick opening plays as used by the T are quite similar to our "dives," "cross bucks," and "slants," (Diag. 7). These words denote the maneuvers of the A and B backs and require the same blocking up front. This blocking is called by the tackle on the side to which we plan to run, and it involves six different defensive alignments (Diags. 8-11).

The numbering of the checks can be made to suit your particular signal system. Our numbering might not correlate well with the system you employ. Both tackles always call a check regardless of what play has been called. The check applies and is executed only in the event that the quarterback has called a dive, slant, or cross buck right or left in the huddle.



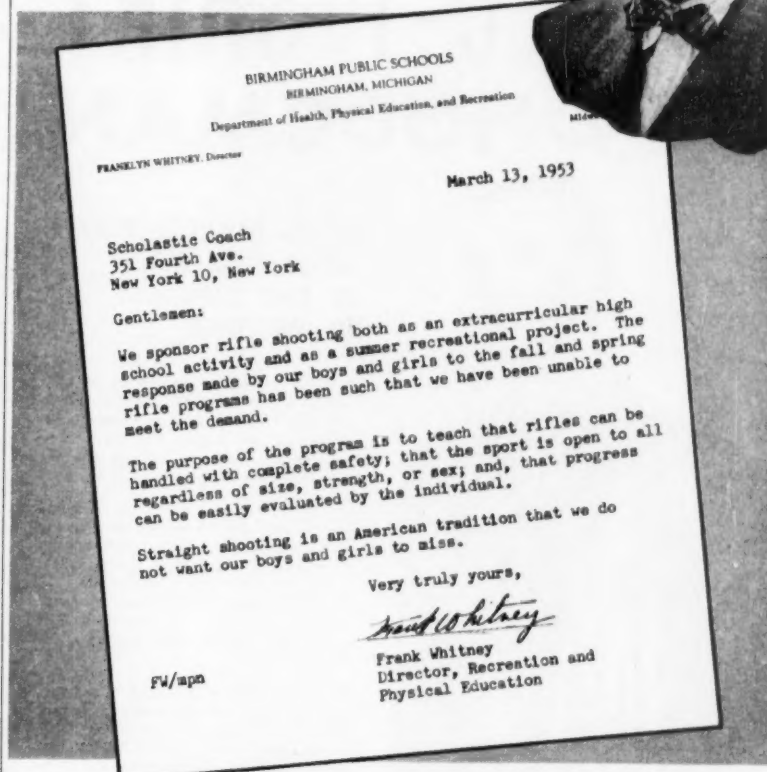
On these maneuvers, our backs always start for the tackle position and veer to the hole. This lets our quarterback know where his hand-off will come and is important in the execution of this type play. This is one of the reasons we never run a skeleton backfield drill without a canvas line present for them to check their cuts.

Series of plays that hit every hole are built around the dive and slant maneuvers. I will not attempt to go into the development of these series at this time, since the object of this article is to show the versatility of the offense.

Although the multiple flanker is primarily a passing formation, we believe a fairly strong running attack can be built from the double

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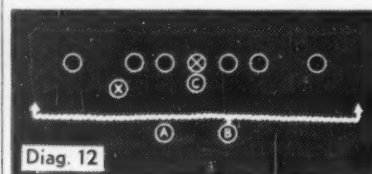
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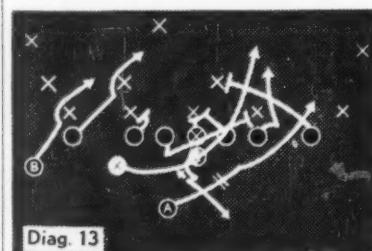
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flanker situation. We arrive at this formation by sending our A or B back in motion with the X back set, as in **Diag. 12**.



If the B back is sent right, we present a double wing to the defense. If he is sent left, the move presents a double flanker and requires definite adjustments on the part of the defense to stop the pass threat. The particular alignment called — double wing or double flanker — depends on the play and the adjustment of the defense.



The tackle trap from a slant maneuver (**Diag. 13**) demonstrates the power and deception that's available from this formation. This is a reverse spin by the quarterback, a fake of a "slant right" to the A back, and a hand back to the X back who goes inside tackle on a trap.

As I stated previously, we believe that the Wing T is versatile enough to embody many of the better features of proven offenses and by so doing eliminates the need for teaching a combination of formations. If you find, as we do at Penn State, that time for practice is limited, this feature may prove as valuable to you as it has to us.

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Oddly enough, the high school and pro codes are closer together than the high school and college codes. Several years ago an attempt was made to unify the school and college rules, but the effort just missed fire. So the groups continue to operate under their own rules.

At any rate, here—for the convenience of coaches and officials—are the major differences in the three codes, as set forth in the excellent Football Folder produced by the National Federation.

### Rule 1, The Field

No significant differences except National Football League uses 20-yard side-zone and goal posts on goal line.

### Rule 2, Playing Terms

**Federation:** Ball is always in possession of a team. During any loose ball (kick, pass or fumble) ball is in possession of the team whose player was last in possession. **Collegiate:** Forward pass is in possession of passers but kick is not in possession of the kickers and backward pass is not in possession of the passers. Some of these are listed as free balls. For certain kicks, the kick is treated as if it were a free ball before it has passed the line of scrimmage and also after it has been touched but is treated as if it were in possession of the kickers in the interval between. **N.F.L.:** Similar to Federation.

### Rule 3, Periods, Time Factors and Substitutions

**Federation:** Any foul by the Defense during last timed down of any period gives the offense the right to extend

the period. **Collegiate:** Some defensive fouls give this right. Others do not.

**Federation:** Any no. of substitutes may enter whenever ball is dead. **Collegiate:** Player withdrawn during 1 and 3 quarters can't return in those quarters. Player withdrawn before last 4 minutes of second and fourth quarters will be permitted to reenter during the last 4 minutes. If he withdraws in last 4 minutes, he may not reenter until the next quarter. **N.F.L.:** Same as Federation.

**Federation:** 4 charged time-outs per half for each team are permitted. **Collegiate:** 5 charged time-outs per half for each team are permitted. Special rules about free time-outs. **N.F.L.:** Similar to Federation.

### Rule 4, Kicking

**Federation:** Any kick becomes dead when it touches anything on or behind R's goal line. Either A or B may recover and advance a fumble or a backward pass. **Collegiate:** All kicks remain alive when they go into R's end zone. Defense may not advance a fumble or a backward pass which has touched the ground. **N.F.L.:** Same as Federation except free-kick into R's end zone remains alive.

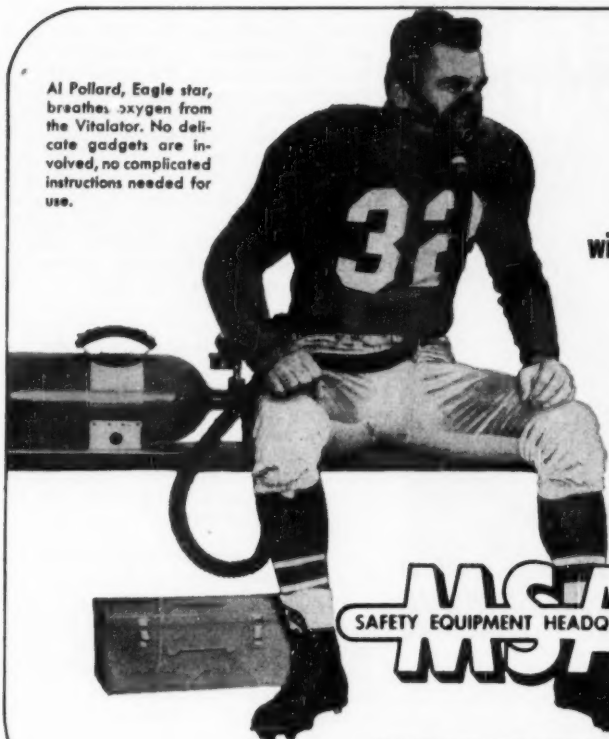
### Rule 5, Possession After Penalty

**Federation:** After any penalty, ball belongs to team which was in possession at the time of the foul unless lost on 4th down. **Collegiate:** After a penalty, possession depends on several factors such as whether before or after a kick has been touched. **N.F.L.:** Same as Federation.

### Rule 6, Kicking Ball and Fair Catch

**Federation:** No free-kick may be moved behind K's free-kick line. Any free-kick which goes out-of-bounds between the goal lines goes to receiver (at inbounds spot or 10 yards behind their free-kick line). **Collegiate:** If first free-kick is out-of-bounds, it is kicked over except that if touched by R, it is not. If second free-kick is out, it is R's ball on their free-kick line except that it is at inbounds spot if touched by R. If foul occurs, free-kick

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may be replayed or not depending on type of foul. Any free-kick may be moved behind line to widen the free-kick neutral zone. **N.F.L.:** Similar to Federation except free-kick out-of-bounds is a foul with 5-yard penalty.

**Federation:** Return-kick is merely a type of loose ball. Line through the kick is substituted for scrimmage line so all rights of touching, recovering and advancing are the same as for scrimmage-kick. **Collegiate:** Rights during return-kick unlike those for scrimmage-kick. **N.F.L.:** Same as Federation.

**Federation:** Fair catch infractions are treated the same as fouls during any other loose ball. Distance penalty is from previous spot. After fair catch the team may choose to free-kick. **Collegiate:** Special penalty applies. It may be a touchback. Restriction on interference continues after a muff by R. Free-kick cannot be chosen. **N.F.L.:** Same as Federation.

### Rule 7, Snapping, Handing and Passing Ball

**Federation:** Any lineman may change places with a back prior to any down. **Collegiate:** Center, guard and tackle have special restrictions. **N.F.L.:** Same as Collegiate.

**Federation:** Any back who is in legal position and not on the line is eligible to receive a pass. **Collegiate:** Eligibility of player legally under the center is limited.

**Federation:** No limit on number of forward passes which may be thrown from behind the line. **Collegiate:** Only one forward pass may be thrown from behind the line. **Federation:** Linemen held on line only if forward pass crosses the line. **Collegiate:** Linemen held on line even during short tossed pass behind line.

**Federation:** A pass which is caught or muffed by an ineligible who is on or behind his line is an illegal pass with penalty from spot of pass. **Collegiate:** Any touching by an ineligible on or behind his line is listed with interference fouls but has 5-yard penalty from previous spot.

**Federation:** Participation after going out-of-bounds during a forward pass has the same penalty as for any illegal participation. **Collegiate:** Irregular penalty of loss of down only applies to such act by A, provided he touches the pass.

**Federation:** Pass interference is penalized the same as any other foul during loose ball. **Collegiate:** Pass interference by B treated nearly the same as if pass would always have been completed. Also, interference in B's end zone has special provisions involving a touchback or award of ball on the 1 yardline. **N.F.L.:** Center, guard and tackle restrictions similar to Collegiate. If player is under center, he must receive ball and he is not eligible. Only one forward pass permissible. Eligible player may become ineligible.

**Federation:** Ball may be handed to an end provided he is not adjacent to the snapper. Penalty for illegal hand-



ing is enforced the same as any other 5-yard penalty foul. If forward pass accidentally touches an ineligible who is in or behind the neutral zone, it is not a foul. If he catches or muffs it, penalty is the same as for any illegal forward pass. **Collegiate:** Handing forward to an end has special restrictions. Illegal handing is not considered a forward pass but the irregular penalty includes loss of down as if it were an illegal forward pass. If a forward pass touches an ineligible who is in or behind the neutral zone, the penalty is different from both interference and an illegal pass, i.e., it is loss of 5 from previous spot and also loss of down.

#### Rule 8, Scoring Plays and Touchback

**Federation:** For forfeited game, score stands if offended team is ahead. **Collegiate:** Score of forfeited game is 1 to 0.

**Federation:** Foul in end zone enforced by general enforcement rule and carries penalty of 5 or 15 yards.

**Collegiate:** Foul in end zone enforced different from one in field of play and penalty may be safety or touchback or award of ball on 1 yardline. **N.F.L.:** Similar to Federation.

#### Rule 9, Conduct of Players

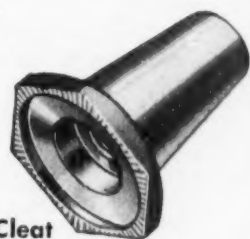
**Federation:** Illegal use of hands penalty is loss of 5 for the Defense and loss of 15 for the Offense. **Collegiate:** Either defensive or offensive holding is usually loss of 15 but may be loss of ball or safety or touchback. **N.F.L.:** Similar to Federation.

**Federation:** Passer must be avoided after ball has been thrown. **Collegiate:** Passer protected only if he is obviously out of the play. **N.F.L.:** Similar to Federation.

#### Rule 10, Penalty Enforcement

Section 3 of Rule 10 governs enforcement for all fouls. Enforcement spot for all live ball fouls is determined by whether the foul occurs: (1) during a running play; or (2) during a loose ball play. For such fouls, the "3 and 1" principle governs, i.e., for three of the four possible fouls, penalty is enforced from spot where the run ends if during running play and from previous spot if during loose ball play. The fourth of the 4 possible fouls (foul by the Offense behind the basic spot) is from spot of foul. For a foul between downs (and including snap and free-kick infractions which occur simultaneously with the snap of free-kick), penalty is from succeeding spot. As far as spot of enforcement is concerned, it is not necessary to distinguish between kind of foul, whether it is in the field of play or in the end zone or out-of-bounds. **Collegiate:** Spots of enforcement are determined by various factors such as whether during a kick before or after ball is touched, whether it is after an incompletion, whether it is in the field or outside, whether it is unsportsmanlike conduct or foul by a team attendant, or during a pass or a free ball. Enforcement provisions are scattered. **N.F.L.:** Similar to Federation.

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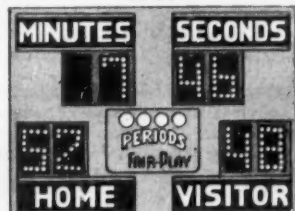
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# All-American High School Track Team

● *Scholastic Coach's* third annual honor team rates as the best ever, including four national record breakers. Three members of the '52 squad failed to repeat, while one boy, John Barber, of Memphis, Tenn., who was named as a soph in '51, was unable to break in again even though a triple champion in his state.

As usual, consistency rather than a single sterling effort furnished the basis for selection. No effort was made to rate the boys 1-2-3-4. The four most consistent performers in each event were merely arrayed in alphabetical order.

As in '51 and '52, California set the pace with 16 selections—failing to place in only the high hurdles and javelin. Texas, Pennsylvania and New Jersey shared runner-up honors with six selections each.

Individual honors were gleaned by Rod Perry, Leamon King and Frank Daugherty, each of whom was named in two events.

100 YARDS		Best Mark
Charles Baker (Erie Academy, Pennsylvania)		9.7
J. Frank Daugherty (Olton, Texas)		9.6
John Halpern (New Rochelle, New York)		9.8
Leamon King (Delano, California)		9.6
220 YARDS		
J. Frank Daugherty (Olton, Texas)		20.5
Leamon King (Delano, California)		20.6
Aubrey Lewis (Montclair, New Jersey)		21.0
Chuck McGuinness (Jamestown, North Dakota)		21.3
440 YARDS		
Landon Carter (Orange, California)		48.9
Crosby Day (Brookline, Massachusetts)		48.9
Charles Jenkins (Rindge Tech, Cambridge, Mass.)		48.2
James Peters (Brenham, Texas)		48.9
880 YARDS		
Donald Bowden (Lincoln, San Jose, California)	1:57.0	
Mike Carafitis (Port Jefferson, New York)	1:56.7	
Merrill Pratt (Palmyra, New Jersey)	1:58.2	
Caesar Smith (North Des Moines, Iowa)	1:58.4	
ONE MILE		
Robert Buchanan (Stillwater, Oklahoma)	4:26.0	
John Kopil (Bayonne, New Jersey)	4:20.1	
*Robert Seaman (Reedley, California)	4:21.0	
Daniel Schweikart (Whittier, California)	4:21.2	
HIGH HURDLES		
Lionel Daniel (Yuma, Arizona)	:14.2	
Robert Holup (Perth Amboy, New Jersey)	:14.1	
Rod Perry (Coatesville, Pennsylvania)	:14.1	
Eddie Ray Roberts (Stillwater, Oklahoma)	:14.1	
LOW HURDLES		
Donald Armstrong (Manual Arts, Los Angeles)	:18.9	
Leon Burton (Flint Northern, Michigan)	:19.1	
Robert Derrick (Woodward, Oklahoma)	:19.0	
*Rod Perry (Coatesville, Pennsylvania)	:18.8	
HIGH JUMP		
Robert Barksdale (Narristown, Pennsylvania)	6-4	
Richard Haddon (Glendale Hoover, California)	6-5	
Edward Jackson (Venice, California)	6-4 7/16	
Bernard Nelson (San Diego Hoover, California)	6-4	
BROAD JUMP		
Loren Clark (Janesville, Wisconsin)	23-5 1/2	
Robert Crump (Amarillo, Texas)	23-4	
Junior Tate (Casa Grande, Arizona)	23-10 3/8	
Monte Upshaw (Piedmont, California)	23.5	
POLE VAULT		
Donald Bragg (Pennsgrave, New Jersey)	13-9 1/4	
Victor Donnell (Franklin, Los Angeles, California)	13-3 1/2	
Bobby McBride (Refugio, Texas)	13-2	
*Ronald Morris (Burroughs, Burbank, California)	13-11 1/8	
SHOT PUT		
Frank Geremia (C. K. McClatchy, Sacramento, Calif.)	57-7 1/4	
Herman Johnson (DeLeon, Texas)	57-5 1/2	
Jack Moad (Medford, Oregon)	57-8 1/2	
*Donald Vick (Chaffey, Ontario, California)	62-5 1/4	
DISCUS		
Joseph Chilton (Wilson, Camden, New Jersey)	164-9 3/8	
Lyle Crow (Porterville, California)	176-5 1/2	
Robert Sobczak (So. Division, Milwaukee, Wisconsin)	166-3	
Carl Vereen (Miami Senior, Florida)	173-4 1/2	
JAVELIN		
Edward Bingham (Medford, Oregon)	192-11	
Robert Ellis (LaConner, Washington)	189-4	
Henry Ruth (Lansdale, Pennsylvania)	187-7 3/4	
Cornelius Salvaterra (GAR, Wilkes-Barre, Pennsylvania)	190-8	
*New interscholastic record holders		

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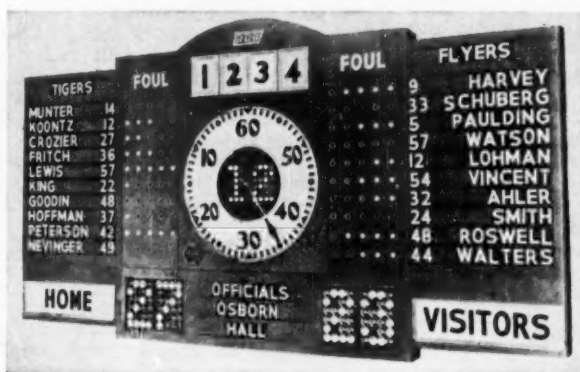


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## The High School Budget

(Continued from page 54)

**Does athletic fund pay expenses of pep and rally squad for out-of-town contests?**

*Large Schools:* 25 schools replied no, 3 yes, and 2 sometimes.

*Medium Schools:* 25 replied no, 1 yes.

*Small Schools:* 21 replied no, 5 yes.

**Does athletic fund pay for uniforms of rally and pep squad?**

*Large Schools:* 28 replied no, 2 yes (1 buys jackets only).

*Medium Schools:* 25 replied no, 1 yes.

*Small Schools:* 25 replied no, 1 yes (yell leaders only).

**Do all athletic receipts go into an athletic fund for athletics only?**

*Large Schools:* 14 answered yes, 16 no.

*Medium Schools:* 21 replied yes, 5 no.

*Small Schools:* 14 replied yes, 12 no.

**If answer to above is no, on what other activities is the money spent?**

*Large Schools*

8 put money into general student body fund for all student activities.

8 put athletic receipts into district fund.

*Medium Schools*

All 5 schools put money into student body fund for all student activities.

*Small Schools*

All 12 schools put money into student body fund.

**If your athletic budget shows a deficit by the time you reach the spring sports, how are your remaining athletics financed?**

*Large Schools*

10 checked other (than district) on answer sheet, yet failed to qualify their answer.

9 had no comment on this item.

7 schools stated that the student body would carry them through.

4 answered that the district would carry them through.

*Medium Schools*

16 replied that student body would take care of any deficit.

6 schools replied other (than district) but didn't qualify their answer.

2 had no comment.

1 gave the district the salvage job.

1 said that district would pay half and student body other half of deficit.

*Small Schools*

12 checked other (than district) on answer sheet, but didn't qualify their answer.

6 said district would foot bill.

6 replied that student body would make up deficit.

3 had no comment.

**Do your teams travel by school bus?**

*Large Schools:* 20 replied yes, 10 no.

*Medium Schools:* 20 replied yes, 6 no.

*Small Schools:* 24 replied yes, 2 stated they travel by both car and bus.

**If you travel by school bus, does your athletic fund pay for gas, oil, and wages of driver?**

*Large Schools:* 17 replied yes, 3 no.

*Medium Schools:* 10 replied yes, 10 no.

*Small Schools:* 20 replied no (1 paid driver only), 10 yes.

#### ANALYSIS AND FINDINGS

Financially, high school sports are big business in Oregon, with well over \$800,000 being recorded annually as receipts and expenditures. Contrary to good business principles, more than 50% of the schools do not set up a tentative budget before the athletic program begins. However, the financial success of the program seems to be fairly well-assured by school district funds and student body fees.

The student activity card fee ranges from 50¢ to \$15, the median fee being \$3.50. All of this money, however, isn't used for athletics. The part that is diverted to athletics ranges from 19¢ to \$5, with a median of \$1.75. The rest of the activity card money reverts to the general fund for student activities other than athletics.

The keeping of the athletic ledger, in most instances, falls to a faculty member. This is evidenced by the fact that over 50% of the schools named the faculty member as the receiver and disbursing officer.

While over 86% of the schools replied that basketball pays its own way, nine schools stated that they just break even and 13½% listed basketball as a deficit sport for 1951-52, with the loss ranging from \$200 to \$700.

Track and baseball are very much in evidence as deficit sports, the major reason being that an extremely small number of schools charge admission for either sport. Baseball income is slightly higher than track, and also shows a higher per capita cost. The smaller "A" schools show considerable profit from baseball, much more so than the larger schools.

Athletic insurance cost is mainly paid for by the athlete. In no group does more than 15% of the schools completely pay for athletic insurance. Other methods used to allay the cost of insurance are: Schools sharing the cost with the athletes; a combination payment from athlete, district, and school; school and district sharing the cost; and the letterman's club and athlete sharing the cost.

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**Some High School Installations**

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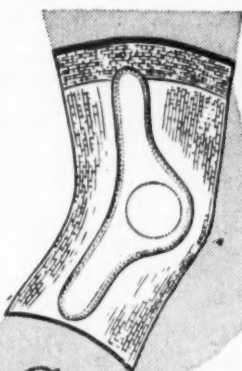
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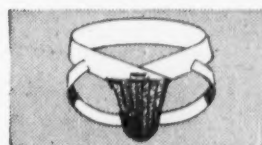


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One of the most controversial issues in high school sports is whether or not passes should be given to the parents of varsity football and basketball athletes. Oregon administrators have apparently solved the problem—over 96% of the surveyed schools don't allow any passes. The parents pay full admission.

One vital concern of high schools is whether or not to furnish footgear to varsity members. In Oregon, the larger the school the more prevalent is the practice of furnishing football shoes. However, this doesn't hold true for basketball shoes, since over 96% of the responding schools don't furnish them.

It costs the student body a good deal of money to belong to the pep or rally squads and attend all out-of-town contests. Over 80% of the schools do not pay for rally uniforms or travel expense. Exceptions to this occur where the school represents a district at a state championship play-off; then all the expenses are on the school.

The minor sport picture presents one of almost all disbursement and no receipts. Only three of the responding schools stated that they had any income from these sports, while over 43 schools reported expenses ranging from \$100 to \$2,000 a year.

High school coaching salaries in Oregon—that is, supplements to teaching salary—range from \$100 to \$1,200 with the median being \$300 additional for each head coaching job. In most schools, the head coach in one sport assists in other sports.

While the coach in the smallest "A" classification is paid as much as the coach in the larger "A" school, he's usually asked to handle all sports as the head man—and in most instances, he doesn't have an assistant.

Results from this survey would indicate that the majority of high schools surveyed in Oregon are financially holding their own and are being capably administered.

## SCRIMMAGE FOR SOAP-ER!

COACH Bill Graeber of Tarpon Springs (Fla.) High School has a novel method of saving on his budget and stimulating interest in his fall program.

Just prior to the opening of the football season, he conducts a practice scrimmage, dividing his squad into two teams. He advertises the scrimmage extensively in the local paper and through the student body with posters and signs.

During the scrimmage, he stops frequently to explain rule changes, demonstrate the single wing and T formations, indicate the assignments of each player, etc.

The only charge for admittance is a bar of soap for the showers!

Reports from the area reveal that other schools are borrowing the idea and that some are going to ask for bath towels this fall.

—The First Aider



## Feeding the Athlete

(Continued from page 38)

served if it is to be consumed and enjoyed.

The taboo on fried foods is justified more when related to the extra calories thus added to the meal than when related to ease of digestion. When a food is fried at the correct temperature, the body has no trouble utilizing it.

Since weight gain is usually a real problem to athletes eating at the training table, concentrated sweets, rich desserts, gravies, and salad dressings should be served sparingly to those who have weight problems. Prime emphasis must be placed on providing adequate amounts of the protective foods—meat, milk, eggs, fish, cheese, fruits, vegetables, and enriched and whole grain breads and cereals.

An athlete who finds that the required amounts of these foods do not give him all the energy he needs may be allowed either increased amounts of the protective foods or his choice of desserts, gravies, and so forth. As long as the protective foods are not neglected and weight is maintained at the desired level, cakes, pies, and the like are not harmful to the athlete. Indeed, from the standpoint of morale, what could be better than cherry pie à la mode?

And speaking of morale, it is of interest to note that in the recent Olympic games, each nation sent its own food over with its athletes, primarily so that they might enjoy foods to which they were accustomed.

### TIME FOR MEALS

The time at which meals should be eaten presents another important problem. Generally, it is not good to eat immediately before or after exercise. The reason for this is primarily that energy is required to digest, absorb, and utilize food. Exercise causes physiological adjustments such as shunting of blood to muscles from digestive organs. This impedes the metabolism of food by limiting the supply of oxygen.

If feed is eaten too soon after exercise, the body has not reverted to normal physiology; consequently, it is probably wise to acclimate the body to game conditions as much as possible. If meals and practice simulate "game conditions," when practical, the body mechanisms can condition themselves so that games become less of a stress situation for the digestive tract.

Large amounts of fluids should not be consumed just prior to or after strenuous exercise, nor should the fluids that are consumed be unusually cold or warm—moderation is the rule for quantity and temperature of fluids at this time.

In a practical way several eating schedules might be suggested for any



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sport. For example, if contests are held in the evening, the most important meal is breakfast. In the morning after a night's sleep, the digestive system and nutritional state of the body are at their lowest ebb. A substantial supply of food is needed for the day's activities, and there is plenty of time for foods to be digested, absorbed, and metabolized before vigorous exercise begins. The breakfast should be generous in protein and might include bacon or ham and eggs and cereal plus toast, fruit, and coffee.

The noon meal should be composed of easily digested foods such as eggs, milk, lean meat and fish, and breads, which leave the digestive tract quickly. Ideally, exercise should not follow for three to five hours after this repast. Thus, the digestive tract is comparatively empty at "game time," and the energy of the body can be used exclusively for winning.

When the athletic contest is in the afternoon, the timing and content of meals must be different. In order to be ready for a game of football at 2 o'clock, for example, only one meal should be eaten before the contest. This is probably best from 9 to 10 o'clock and should consist of easily digestible but satisfying foods. A generous steak, peas, tea, fruit cup, and bread is a popular menu.

### AFTER GAME

Eating excessively should be avoided at any time. Reasonable amounts of food and fluid five or six hours before game time, however, do no harm. An hour or better even two hours after the game another meal is desirable. As long as the strain of the game is no longer disturbing the digestive tract, any good-sized, well-balanced meal of meat, fruit, vegetables, salad, bread, and the like serves the purpose. Players rarely overeat after a game.

On days of a contest, the actual hour of exercise might differ some from practice time, but if the interval allowed for digestion is constant, the body can learn to condition itself to doing the metabolic job required in the given time. There should be at least an hour of rest after extreme exercise before another meal is approached.

In training programs, the ability to relax and rest is as important as endurance and dexterity. Prior to eating after a contest, complete relaxation does much to bring the body's physiology back to a nonstress situation and so facilitate the absorption and digestion of food. It takes a while for one's appetite to return after strenuous exercise.

The day of the game does not present any new problems that are not psychological unless the time of battle changes the normal hour of eating. The contestant may be emotionally upset by the prospect of the game so that his digestive tract is disturbed. For example, it takes the stomach from three to four and one-half hours to empty after an ordinary meal; this

emptying time may be lengthened by pre-game emotional strain to six hours.

It is not sufficient just to eat foods. They must be digested and absorbed before they can be used for energy. Carbohydrates leave the stomach more rapidly than proteins, and fats retard digestion somewhat. Fluids and semi-fluids start to leave the stomach almost immediately after being swallowed.

During a game, the question always arises whether quick energy or water is advisable. Most studies seem to indicate that except after prolonged exercise for five hours or so, the normal body can furnish the required energy from its reserves; therefore a supplement of sugar is not required. It is generally believed that drinking water during a game is bad. Certainly drinking inordinate amounts of water and then exercising will produce cramps, but there is no evidence to contraindicate a judicious amount of fluids during a contest.<sup>8</sup>

Sucking a cool orange at halftime quenches the thirst, tastes good to most persons, and supplies some glucose for energy even though the body has ample reserves of energy to draw upon. Most important, it makes the contestant happy and helps him to relax.

Although calories, protein, vitamins, and salt are the nutrients most emphasized in the usual athlete's diet, the psychological aspects of eating are of equal importance. Many contestants eat an adequate diet, but some players get upset over a game or resent the restrictions placed on their eating and social habits by a coach.

These are really individual problems that tax the coach's ability to get along with his charges. It is the coach's responsibility to convince the players that the restrictions are made for the best interest of the team and the athlete himself.

Nevertheless, the appreciation of principles about human nature may help make a training table program a success. Persons do not like to have restrictions placed on them unless they have confidence in the usefulness of rules. A coach in whom the squad has confidence can handle such situations. If adequate reasons for each restriction are given with the rules, the change is accepted more graciously.

Most persons cooperate best when they feel they are a part of the program. In all training plans, an effort should be made to simulate game conditions, for these are the conditions under which the "pay-off" comes.

In order to fulfill its function, a training table should encourage its members to eat and like a variety of foods—meat, milk, eggs, cheese, fish, fruits, vegetables and cereals and breads—every day and to maintain weight at the desired level. These are the principles of good nutrition for athlete as well as nonathlete.

<sup>8</sup>Little, C. C.; Strayhorn, H., and Miller, A. T., Jr.: *Effect of Water Ingestion on Capacity for Exercise*, Research Quart. 20: 398, 1949.



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## New Books on the Sport Shelf

- **SUCCESSFUL WRESTLING** (*Its Bases and Problems*). By Arnold W. Umbach and Warren R. Johnson. Pp. 256. Illustrated—drawings. St. Louis: The C. V. Mosby Co. \$4.50.

SUPERB is truly the word for *Successful Wrestling*. Produced by a remarkably well-mated team—both authors are college physical ed professors and wrestling coaches—the book presents a beautifully detailed picture of the mat game.

The book is organized along four broad lines. Part 1 covers wrestling (past and present) and the role of wrestling in education, while Part 2 concerns itself with building for championship performance.

Part 3, the major part of the text, offers a picture analysis of all the basic maneuvers, and Part 4 concentrates on coaching know-how (teaching classes, coaching the varsity, prevention and care of injuries, administration of competition, officiating principles, and facilities, equipment and safety devices).

The pictorial analysis of the basic techniques is excellent. Every important step in each maneuver is clearly depicted. The drawings are remarkable, the defensive and offensive wrestlers being clearly delineated by differently weighted lines. Descriptions and comments below the drawings stress the crucial points in the sequences.

In their coverage of Part 2—building for championship performance—the authors call upon a panel of 13 of America's most famous coaches, presenting a consensus of their opinion on such vital topics as the physical and psychological factors in successful wrestling and the characteristics of champion wrestlers.

Everything about this book is top-drawer—the writing, organization, presentation, and scope. You couldn't ask for anything more for both coaching and class-teaching situations.

- **12 LESSONS TO BETTER GOLF**. By Jim Turnesa. Pp. 180. Illustrated—photos. New York: Prentice-Hall, Inc. \$3.95.

ONE of the greatest players and teachers in the game, Jim Turnesa knows what this game of golf is all about. Years of successful playing and teaching have given him an insight into the average golfer's problems, and he has devised a lesson program that will ground everybody in the necessary fundamentals and lead him gradually into the advanced points that will save strokes.

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The book is as sound as Turnesa's lovely swing, and will definitely help you teach as well as play the game.

- **INTERSCHOLASTIC ATHLETICS**. By George E. Shepard and Richard E. Jamerson. Pp. 276. New York: McGraw-Hill Book Co., Inc. \$4.

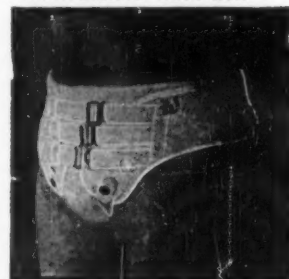
WITH interscholastic athletic competition at an all-time peak, this fine collaborative effort by two U. North Carolina physical education professors comes at a particularly opportune time. It provides a splendid blending of sound educational principles with practical administrative procedures for coaches, officials, and educators.

The first part of the book offers an objectively balanced view of athletic competition on four major scales—its appeal to adolescents, its support of school aims, its position as a community activity, and its consideration as a business enterprise.

By way of providing an adequate background for this discussion, the authors analyze the organization and conduct of high school athletics on local, state, and national levels. They offer a fine chapter on the purposes, functions, and organization of state high school athletic associations and another chapter dealing with current practices in 48 state associations.

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looking for the program, the authors then delve into practical administrative recommendations. Very soundly and thoroughly, they cover such vital considerations as facilities, purchase and care of equipment, preparations for contests, budget and finance, health and safety, girls' athletics, intramural sports, and junior high school sports.

The text is rounded out by three excellent appendices, namely: (1) Standards in athletics for boys in secondary schools, (2) desirable practices in athletics for girls and women, and (3) the Wisconsin Interscholastic Athletic Assn. Athletic Accident Benefit Plan.

The authors have projected their material clearly and fully, and the book will prove of concrete interest and value to superintendents, principals, physical education personnel, coaches, and physical education students.

- **BASIC SKILLS IN SPORTS** (For Men and Women). By David A. Armbruster. Pp. 325. Illustrated—drawings and diagrams. St. Louis: The C. V. Mosby Co. \$3.50.

MINDFUL of the paucity of material on the basic sports skills, the famous Iowa swimming coach (who is also an assistant physical ed professor) has put together a sound, practical source book containing the essential basic techniques for 28 sports.

It offers a purposeful historical and analytical source-guide to all the individual and team sports in the high school and college physical ed program, namely: Angling, archery, badminton, basketball, bowling, boxing, canoeing, diving, fencing, field hockey, golf, gymnastics, handball, home games, horseshoe pitching, paddle tennis, soccer, softball, squash rackets, swimming, table tennis, tennis, touch football, trampoline, tumbling, volleyball, weight training, and wrestling.

The author has organized the material in clear, condensed, logical fashion, and illustrated many of the techniques with free-line drawings. The diving and golf drawings are particularly outstanding.

The book is especially valuable for teacher-training and beginning sport-class programs. The instructor can use it as a guide and manual, and the student as a basic text book.

- **ADVENTURES IN ARTIFICIAL RESPIRATION.** By Peter V. Karpovich. Pp. 303. Illustrated—drawings and photos. New York: Association Press. \$7.50.

HERE'S the complete story of the evolution of artificial respiration and resuscitation. Based upon research commissioned by the U. S. Army, it details the development from primitive methods to modern, scientific techniques as applied to people asphyxiated by drowning, gases, etc., newborn and stillborn infants, and others.

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• **HOW TO SCOUT FOOTBALL.** By George Allen. Danville, Ill.: School Aid Co. \$4.50.

EVERY coach will agree that good scouting can win many games. Unfortunately, the coach himself is too busy to do any scouting. This leaves he and his team at the mercy of whatever scouting personnel is available.

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The book is divided into sections for large schools and small schools on both university and high school levels. Readers will particularly appreciate the simple, easy charts. Suitable as a textbook or for individual instruction, the book clearly shows you how to derive the most out of your scouting.

• **CROSS-COUNTRY TECHNIQUES ILLUSTRATED.** By Don Canham. Illustrated by Tyler Micoletu. Pp. 96. New York: A. S. Barnes and Co. \$1.75.

THE astute Michigan coach has done a sound, excellent job of expounding the vital fundamentals of the hill-and-dale sport. Cross-country coaches, who've had little literature available to them, will be delighted with Canham's terse, succulent treatment of the ABC's of the sport.

Canham covers equipment, training, mental and psychological approach, beginning techniques, advanced techniques, individual and team techniques, and European methods in that order.

As with the other texts in Barnes' "Illustrated" series, the book is copiously illustrated with action drawings.

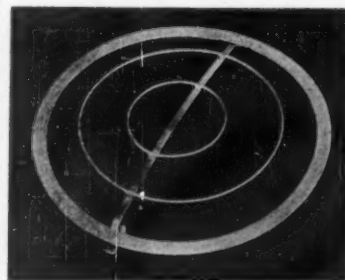
• **1953-54 SEAL-O-SAN BASKETBALL COACHES DIGEST.** Pp. 65. Illustrated—Photos and diagrams. Huntington, Ind.: Huntington Laboratories, Inc. Free to coaches and school officials. 50¢ to others.

THE 13th edition of this basketball coaching aid is as monumentally attractive and valuable as its 12 predecessors—maybe even more so, if possible.

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• **HOW TO PLAY FOOTBALL.** Edited by Charlie Caldwell. Pp. 36. Illustrated—photos and diagrams. Chicago: The Quaker Oats Co. Free.

FOOTBALL coaches and instructors looking for a helpful aid with which to supplement their teaching will find this wonderful little book just about perfect.

A stunningly turned out book, richly illustrated with exclusive motion picture sequences, it covers every basic phase of the game. Caldwell himself analyzes all the fundamentals—blocking, tackling, passing, kicking, ball-carrying, and center passing.

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## Cross-Country Training-Techniques

(Continued from page 16)

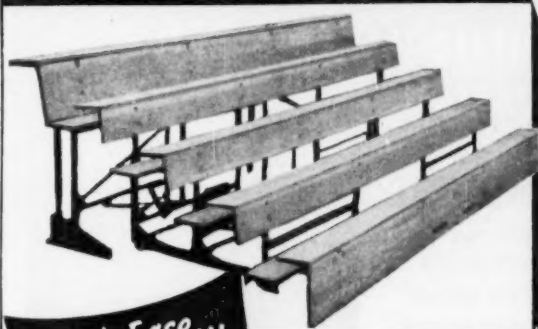
As with all work, it's wise to call a halt to "ins and outs" before the boys show signs of fatigue. This workout may be modified considerably and may be run on the flat or worked advantageously over rolling hills.

Pace work is very valuable and the boys should be given at least one pace workout a week. Wednesday is a good day for it, assuming that the meet is to be run on Saturday. Pace may include quarters, half-miles, or a mile run. It's important that the boys be able to "feel" the pace.

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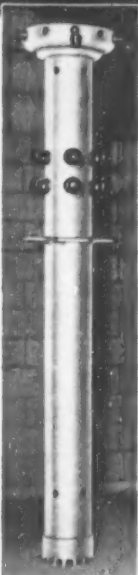
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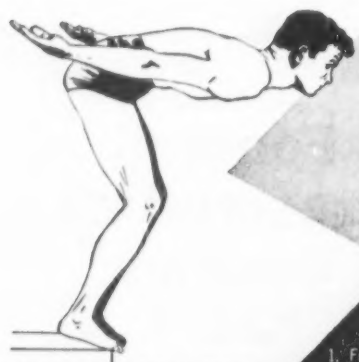
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remain. Daily practice is still necessary, but need not be as specific and demanding as earlier in the season.

This is generally a "tapering off" period. Let the boys "play" around, jogging and walking over the course. The practice sessions may soon be reduced to two or three per week. Once the boys have taken off that competitive "edge" and settled back into a more sedate life, practices may be discontinued.

It might be wise, however, to encourage your track men to continue some form of conditioning in order to retain some of their cross-country "shape" for track.

### STRATEGY

The coach should encourage his boys to stay mentally alert at all times in order to capitalize on particular situations. For example: The course may lend itself to certain "blind spots"; that is, there may be some particular places on the course that cut off a boy's view of his opponents for a short time.

In such cases, a boy can "pour it on" for several hundred yards, thereby lengthening his lead or cutting down an opponent's lead considerably. He may accomplish this without the opponent's immediate realization and before he can employ an immediate defense against the maneuver. Thus, "out-of-sight, out-of-mind," psychology comes in.

A similar maneuver may be worked upon reaching the top of a hill. By running a little harder for the next four to six hundred yards, a boy may build up a considerable lead over anybody still coming up the hill or else gain considerably on or pass the leaders, who may be "letting-up" at this point.

### TIPS FOR THE COACH

1. Treat each boy as the individual he is.
2. If you're not too familiar with cross-country, talk it over with someone who has a wealth of experience and confer with other coaches.
3. Publicize your team. It will do wonders for their spirit.
4. Insist upon teamwork.
5. Stress relaxation. A boy who can master the art of relaxing while running, will conserve valuable energy.
6. If possible, take your boys to see a good college or club cross-country meet. Let them see and talk to some good college runners, or arrange for some noted distance runners to talk to your team from time to time.
7. Obtain experienced officials for your meets and organize them well.

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To obtain free literature, simply check items desired. Numbers in parentheses denote page on which the advertisement may be found. Please check items personally, referring back to the advertisement before checking the listing. Mail coupon directly to Scholastic Coach, Advertising Dept., 33 W. 42 St., New York 36, N. Y.

## ADAMS, JOHN L. (76)

- ☐ Information on Basketball Score and Scout Books

## ALLISON MFG. (66)

- ☐ Literature on Wet or Dry Athletic Field Markers

## AMERICAN PLAYGROUND DEVICE (38)

- ☐ Catalog of Gym Baskets, All-Steel Basket Racks, Foot Baths, Dressing Room Equipment

## AMERICAN WIRE (62)

- ☐ Folder on Locker Baskets and Uniform Hanger

## ATHLETIC PRODUCTS (43)

- ☐ Information on Shock Athletic Trainers' Knee Brace

## AWARD INCENTIVES (78)

- ☐ Catalog of Complete Line of Individual and Team Awards for Every Sport

## BATA SHOE (4)

- ☐ Information on Basketball Shoes

## BECTON, DICKINSON (37)

- ☐ Manual on Prevention and Treatment of Athletic Injuries

## BERLIN CHAPMAN (85)

- ☐ Complete Details on Ez-A-Way Bleachers

## BRADLEY WASHFOUNTAIN (86)

- ☐ Catalog of Multi-Stall and Column Showers
- ☐ Booklet, "Washroom Layouts"

## BROWN, M. D. (77)

- ☐ Catalog of Electric Scoreboards for Baseball, Football, Basketball

## BURCH CANVAS PRODUCTS (84)

- ☐ Information on Wrestling Mats and Gym Floor Covers

## CEDAR KRAFT (80)

- ☐ Information on Electric Basketball Scoreboards and Horns

## CHAMPION KNITWEAR (30)

- ☐ 1953 Catalog on Football, Jerseys, T-Shirts, Phys Ed Uniforms, Sweat Shirts, Socks

## CONSOLIDATED LABS. (72)

- ☐ Official Basketball Court Chart and Maintenance Chart

## CONVERSE RUBBER (33)

- ☐ 1953 Basketball Year Book

## CORTLAND RACQUET (71)

- ☐ "Tennis Tactics" Book
- ☐ Badminton Book
- How many \_\_\_\_\_

## CRAMER CHEMICAL (64)

- ☐ Information on Training Textbooks

## DAYTON RACQUET (82)

- ☐ Free Rules and Court Layouts for Badminton or Tennis

## DRI-FLO MFG. (59)

- ☐ Literature on All-Purpose Super Speed Stencil and Laundry Marker

## EVERLAST SPTG. GOODS (21)

- ☐ Information on Oddo-gard Football Mouth Protector

## FAIR PLAY (73)

- ☐ Catalog on Electric Scoreboards, "What's the Score"

## FENNER-HAMILTON (84)

- ☐ Literature on Web Bed Trampoline

## GENERAL ELECTRIC (31)

- ☐ Manual of Floodlighting Plans

## GENERAL SPORTCRAFT (2)

- ☐ Rules Booklets for Badminton, Deck Tennis, Shuffleboard, Table Tennis, Bat Tennis

## GEORGIA MARBLE (54)

- ☐ Information on Plus Five White Line Marker

## GILCREST, HARRY (72)

- ☐ Information on Safe, Speedy Bandage Cutter

## GRISWOLD, LARRY (76)

- ☐ Information on Trampoline Bed and Trampoline Manual

## H. & R. MFG. (84)

- ☐ Booklet on Dry Line Markers for All Sports

## HAND KNIT (16)

- ☐ Information on Wigwam Athletic Socks

## HARVARD TABLE TENNIS (42)

- ☐ Table Tennis Tournament Charts

## HODGMAN RUBBER (68)

- ☐ Complete Athletic Clothing Catalog

## HUSSEY MFG. CO. (65)

- ☐ Catalog on Steel Portable Bleachers
- ☐ Water Sports Equipment Catalog

## IMPERIAL KNITTING (75)

- ☐ Information on Official Award Sweaters

## JOHNSON & JOHNSON (49)

- ☐ Information on Complete Line of V-Front Supporters

## KAHN, ARTHUR (81)

- ☐ Addresses of Nearest Uniform Maker

## KENT LANE (66)

- ☐ Information on Basketball Coaching Film

## KING-O-SHEA (60)

- ☐ Information on Custom-Built Basketball Uniforms

## LEAVITT BLEACHER (83)

- ☐ Catalog of Complete Line of Bleachers

## LENTHERIC (76)

- ☐ Information on 70" Deodorant Powder

## LINEN THREAD (27)

- ☐ Catalog of Complete Line of Gold Medal Nets for All Sports

## McARTHUR, GEORGE (83)

- ☐ Towel Plan
- ☐ Information on Super-Gym and Super-Turk Style Towels

## McKESSON & ROBBINS (29)

- ☐ Sample of "Octofen" for Athlete's Foot

## MEDART, FRED (17)

- ☐ Catalog on Telescopic Gym Seats, Steel Lockers
- ☐ Information, Acromat-Trampoline
- ☐ Catalog on Basketball Backstops, Scoreboards
- ☐ Catalog on Dressing Room Equipment

## MINE SAFETY (71)

- ☐ Details on "Vitalator" Oxygen Pick-Up for Athletes

## MISHAWAKA RUBBER (41)

- ☐ Basketball Scouting Book

## MOHAWK VALLEY SPORTS (84)

- ☐ Information on Basketball Blinders
- ☐ Information on Tapping and Rebound Basket

## MOSBY, C. V. (39)

- ☐ List of Physical Ed and Sports Texts

## NADEN & SONS (62)

- Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

## NATIONAL SPORTS (84)

- ☐ Price Catalog on Jm-Flex Gym Mats

## NEVCO SCOREBOARD (75)

- ☐ Bulletins on New Scoreboards

## NIAGARA MASSAGE (24)

- ☐ Booklet on Niagara Massage for Athletes

## NISSSEN TRAMPOLINE (61)

- ☐ Booklet, "Tips on Trampolining"
- ☐ Literature on Trampoline Parts and Accessories

## NOXAL PRODUCTS (66)

- ☐ Information on Fungicide Solutions for Athlete's Foot and Ringworm

## NURRE COS. (22)

- ☐ Detailed Bulletin on All Plate Glass Banks





George Allen, Head Football Coach, Whittier College, Whittier, California, is the author of this — the only book on scouting football.

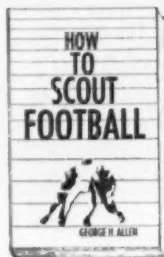
Have You Seen Football's NEWEST Book —

## HOW TO Scout Football

No use reminding you that many football games are won by good scouting! If you, the coach, could scout ALL games, you wouldn't need this book. Since you can't, you need this book to make easier your job of training scouts. Also ideal as a Coaching Textbook. \$4.50 (usual discount is). For no delay—order today.

### SCHOOL AID COMPANY

Publishers of  
"The T Formation" and "Pigskin Tactics"  
202-S Chester Avenue, Danville, Illinois



## MASTER COUPON

(See page 87 for other listings)  
(Numbers in parenthesis denote page on which advertisement may be found)

#### O-C MFG. CO. (77)

- ☐ Information on O-C Knee Brace and V-Front Athletic Supporters

#### OCEAN POOL (86)

- ☐ Catalog on Racing Trunks, Diving Trunks, Terry Robes, Sweat Suits, Accessories

#### OHIO ATHLETIC SPECIALTY (73)

- ☐ Information on Aluminum Football Cleat and Cleat Wrench

#### PLAYTIME EQUIPMENT (79)

- ☐ Catalog of Complete Line of Welded Steel Bleachers

#### POWERS MFG. (69)

- ☐ Catalog of Athletic Uniforms

#### PRECISION GOGGLES (85)

- ☐ Brochure on Non-Shattering Football Prescription Goggles and Basketball Prescription Glasses

#### PROFESSIONAL APPLIANCE (82)

- ☐ Information on Pro-Belt Sacroiliac Support

#### QUAKER OATS (44)

- ☐ Booklet, "How to Play Basketball," by Harry Combes  
How many \_\_\_\_\_  
☐ Booklet, "How to Play Football," by Charlie Caldwell  
How many \_\_\_\_\_

#### RAWLINGS SPG. (3)

- ☐ Catalog of Athletic Equipment  
☐ Book, "Care and Cleaning of Athletic Uniforms"

#### REGAL AWARDS (28)

- ☐ Full Color Catalog of Trophies, Awards

#### REMINGTON ARMS (67)

- ☐ Instructor's Manual on Operation of a Rifle Club

#### RIDDELL, JOHN T.

- (Inside Front Cover)  
☐ Booklet and Catalog, "The Story of Quality Athletic Shoe Construction"

#### ROBBINS FLOORING (81)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

#### SAFE-PLAY GOGGLE (80)

- ☐ Information on Safe-Play Basketball Glasses  
☐ Information on Non-Shatterable Football Goggles

#### SAND KNITTING (78)

- ☐ 1953 Football Clothing Catalog  
☐ Catalog on Award Sweaters and Jackets, Basketball and Football Pants and Jerseys

#### SANI-MIST (63)

- ☐ Details on Sani-Mist Method of Athlete's Foot Prevention

#### SEAMLESS RUBBER (23)

- ☐ "13 Basic Basketball Shots" by Howard Hobson (free to coaches, 50¢ for others)  
☐ "The Strapping of Athletes" by Eddie O'Donnell (free to coaches, 50¢ for others)  
☐ Complete Athletic Goods Catalog

#### SKINNER & SONS (35)

- ☐ Information on Skinner Fabrics

#### SPALDING BROS. (1)

- ☐ Catalog  
☐ Sports Show Book

#### SPANJIAN SPORTSWEAR (70)

- ☐ Catalog of Athletic Clothing

#### SPOT BILT (18-19)

- ☐ Catalog of Kangaroo Athletic Shoes

#### STATE TROPHY (84)

- ☐ Catalog on Trophies, Plaques, Medals, Cups

#### STEWART IRON (58)

- ☐ Catalog on Fences, Backstops, etc.

#### UNIVERSAL BLEACHER (55)

- ☐ Catalog of Steel Grandstands

#### UNIVERSITY ATH. EQUIP. (80)

- ☐ Literature on Strip Steel Uniform Hangers and Ground Plugs (for marking fields)

#### VOIT RUBBER (47)

- ☐ Catalog of Complete Line of Rubber-Covered Balls

#### WILSON SPG. GOODS (6)

- ☐ Catalog

#### WRIGHT MFG. (79)

- ☐ Information on Wright Football Cleats

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NAME \_\_\_\_\_ POSITION \_\_\_\_\_  
(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

No coupon honored unless position is stated September, 1953



GEORGE MIKAN, "Mr. Basketball", voted by sports writers to be the top basketball player in the last 50 years. George says:

**"'Pro' Keds are the Best Basketball Shoes Made!"**

**MANY THANKS, GEORGE!** As star of the Minneapolis *Lakers*, the U. S. National Champions in 4 out of the last 5 years, you appreciate the many reasons why Keds are the shoes champions choose. As George says, "'Pro' Keds really help make a game perfect."

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Here are the revolutionary Caterpillar tread soles that give your "Fives" extra speed, real sure-footedness for fast games, quick stops, starts, turns.

See those little rubber "bricks"? Each clings and grips separately, moves independently for extreme limberness. Lots of other champ features, too—see below.



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*Natural Support*

1. HEEL-TO-TOE CUSHIONED INSOLE
2. SHOCKPROOF ARCH CUSHION
3. CUSHIONED SHOCKPROOF HEEL



MADE ON FOOT-CONFORMING LASTS  
Lets Toes Lie Straight and Free for Action



**U.S. Keds**

*The Shoes of Champions—They Wash*



Double heel cushion, to prevent painful bruises. Extra protection at arch.

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Pull-up side stays with extra reinforcing piece.

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Block action tread soles grip in all directions.

Pivot pad is extra large, flat for speed-turns.

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